National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Service
Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, tests publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30.

NL-339 (r. 88/04)

Canada

THE UNIVERSITY OF ALBERTA

A STUDY OF THE RELATIONSHIPS OF SEX AND AGE WITHIN SEX ON THE IMPORTANCE RATING OF IDENTIFIED ADULT BASIC SKILLS

BY

© VIRGINIA RUTH TAUTCHIN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

IN

VOCATIONAL EDUCATION

EDMONTON, ALBERTA

FALL 1988

Permission has been granted to the National Library of Canada to microfilm this thesis and to lend or sell copies of the film.

The author (copyright owner) has reserved other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without his/her written permission.

L'autorisation a été accordée à la Bibliothèque nationale du Canada de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur (titulaire du droit d'auteur) se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation écrite.

ISBN 0-315-45790-2

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: Virginia Tautchin

TITLE OF THESIS: A Study of the Relationships of Sex and Age Within Sex on the Importance Rating of Identified Adult Basic Skills

DEGREE: Master of Education

YEAR THIS DEGREE WAS GRANTED: 1988

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

Virginia Tautchin
(Student's signature)

Carvel, Alberta
TOE OHO
(Student's permanent address)

Date:

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "A Study of the Relationships of Sex and Age Within Sex on the Importance Rating of Identified Adult Basic Skills" submitted by Virginia Ruth Tautchin in partial fulfilment of the requirements for the degree of Master of Education in Vocational Education.

A K Deane
(Supervisor)

Darius R. Young

J. Patterson

Date: October 7, 1988

DEDICATION

The author dedicates this thesis to her family: to husband Fred for unwaivering support and over four years of encouragement to complete this Graduate Studies degree; to daughter Marianne for encouraging her mother during stressful times; to son Michael for being part of the research team and understanding that there is more to life than just science; to son Ronald to develop the motivation and commitment to lifelong learning.

The author also wishes to dedicate this thesis to the "mid-life" people who must reenter the work force. Increasing educational qualifications may be the wedge required to be appreciated for experience and wisdom already possessed.

ABSTRACT

This study investigated the effects of sex and/or age within sex on the importance rating of certain adult basic skills which were identified earlier in a research project involving the Alberta Vocational Centres. Seven hundred and seventy (770) subjects were processed in this research. Sex was divided in male (n = 371) and female (n = 399). Ages were categorized into three groups ($\leq$ 29 years, 30-49 years, 50+ years).

The purpose of the study was to seek answers to: (a) Are there significant differences between male and female ratings of each of the adult basic skills on the Profile of Adult Basic Skills? (b) Is there a concentration of significant differences in any category or cluster of skills on the Profile? (c) Are there significant differences between female age groups in rating the importance of each of the adult basic skills on the Profile?

Instruments used were A Profile of Adult Basic Skills, A Catalogue of Adult Basic Skills, and a demographic questionnaire. The subjects for the study were drawn at random from the total adult Edmonton population. A Two-Way ANOVA, One-Way ANOVA, and Scheffé revealed that sex and/or age within sex may have a relationship to importance ratings of certain adult basic skills. Information obtained on the ANOVASs and Scheffé was used to assist in data analysis and interpretation of results. Research questions were answered:

(a) Ten Skills showed a significant difference between male and female ratings of each of the adult basic skills on the Profile of Adult Basic Skills.

Four categories showed a concentration of significant difference.

(b) Eight skills showed a significant difference between female age groups in rating the adult basic skills on the Profile.

The theoretical and practical implications of the research findings were discussed.

ACKNOWLEDGEMENTS

The author wishes to thank her supervisor, Professor A.K. Deane, for his guidance in this study. The constructive comments of Dr. D. Young, Dr. J. Paterson, and Dr. S. Hunka are very much appreciated.

For cooperation in making this study possible, special thanks are also extended to the Adult Basic Skills Research team.

A generous thank you is extended to the academic staff in the Department of Industrial and Vocational Education for practicing the elements of andragogy.

Special thanks are extended to Henny de Groot, Linda Cornish, Lynn Hazen for their supportive help, and Claudia Atkins for the typing of this thesis.

TABLE OF CONTENTS

CHAPTER		PAGE
I	RESEARCH PROBLEM	1
	Introduction	1
	Developing the Profile of Adult Basic Skills	3
	Purpose of Study	4
	Statement of the Problem	5
	Research Questions	6
	Significance of the Study	6
	Assumptions	7
	Delimitations	8
	Definition of Terms	9
II	REVIEW OF THE RELATED LITERATURE	10
	Sex-Role Stereotypes	12
	Androgyny	14
	The Nature of an Attitude	15
	Andragogy	16
III	METHODOLOGY AND INSTRUMENTS	23
	Population and Sample	23
	Sampling Procedure	23
	Data Collection	25
	Data Analysis Procedure	27
	Categorizing Respondents by Sex and Age Groups	28
	Method	28
	The Incidence of Missed Responses	28

CHAPTER

Use of the Five-Point Rating Scale 30

IV RESEARCH FINDINGS 31

Summary of One-Way ANOVA and Scheffé Results 32

Significant Differences 32

Skill B9 - Understand the Deduction and Benefit Packages Available 32

Skill B11 - Plan and Manage Retirement 32

Skill C8 - Implement Budget: Be Effective in Purchasing Goods and Services 34

Skill C14 - Understand, Identify, and Cope With Taxation Process 34

Skill C16 - Develop an Estate Plan 34

Skill D6 - Participate in Community Affairs 34

Skill I8 - Understand Geometric Measurement 34

Category C - Manage Home and Family Responsibilities 35

Category D - Function As a Citizen 35

Cluster: Context Skills - Includes Categories A, B, C, D 35

Means of Each Group 35

Skill B9 - Understand the Deduction and Benefit Packages Available 35

Skill B11 - Plan and Manage Retirement 35

CHAPTER

Skill C8 - Implement Budget: Be Effective in Purchasing Goods and Services 36
Skill C14 - Understand, Identify, and Cope With Taxation Process 36
Skill C16 - Develop an Estate Plan 36
Skill D6 - Participate in Community Affairs 36
Skill I8 - Understand Geometric Measurement 36
Category C - Manage Home and Family Responsibilities 36
Category D - Function As a Citizen 36
Cluster: Context Skills - Includes A - Protect/Maintain Health and Safety of Others, B - Earn a Living, C - Manage Home and Family Responsibilities, D - Function As a Citizen 36
Summary of Two-Way ANOVA Results, Main Effect of Sex/Age and Interaction of Age Groups Within Sex 37
Significant Differences 37
Skill A1 - Practise Personal Hygiene 38
Skill A1 - Practise Traffic Safety 38
Skill A6 - Store and Handle Food Safely 38

CHAPTER

Skill A8 - Recognize and Act Upon Unsafe Conditions 38
Skill B10 - Participate in Appropriate Job Related Affiliations and Organizations 41
Skill B11 - Plan and Manage Retirement 41
Skill C1 - Plan and Prepare Nutritious Meals 41
Skill C8 - Implement Budget: Be Effective in Purchasing Goods and Services 41
Skill C14 - Understand, Identify, and Cope with Taxation Process 43
Skill C16 - Develop an Estate Plan 43
Skill D2 - Abide by the Law 43
Skill D6 - Participate in Community Affairs 43
Skill D7 - Utilize Community Resources 43
Skill D8 - Assume Responsibility for Individuals with Special Needs 45
Skill E8 - Recognize Influences of Personal Culture, Tradition, and Customs 45
Skill F6 - Appreciate Cultural Differences .. 45
Skill I8 - Understand Geometric Measurement 45

CHAPTER

Category A - Protect/Maintain Health and Safety of Others 49

Category B - Earn a Living 49

Category C - Manage Home and Family Responsibilities 49

Category D - Function As a Citizen 49

Cluster: Context Skills - These Include the Skills in Categories A, B, C, and D, Protect/Maintain Health and Safety of Others, Earn a Living, Manage Home and Family Responsibilities, Function As a Citizen 49

General Summary of Findings of Two-Way, One-Way, ANOVA, and Scheffé Results 51

V CONCLUSIONS, GENERAL DISCUSSION OF RESEARCH FINDINGS, AND IMPLICATIONS OF THE STUDY 53

Conclusions 53

General Discussion of Research Findings 54

Implications of the Study 58

VI SUMMARY AND RECOMMENDATIONS 61

Independent Activities to Compliment Data 63

Stereotyping Skills by Vocabulary Commonalities - Two-Way ANOVA Results 63

Skills A1-10 - Protect/Maintain Health and Safety of Others 63

CHAPTER

Skills B6, 7, 9, 10, 11 - Earn a Living 63

Skills D2, 4, 5, 6, 7, 8 - Function As a Citizen 63

Skills E5-9 - Develop Self 63

Skills F3-6 - Relate to Others 64

Skill G3 - Learn How to Learn 64

Skills H3, 4 - Communicate 64

20-Person Panel 64

Recommendations 66

REFERENCES 69

APPENDIX A - RESPONDENT DATA SHEET 73

APPENDIX B - INTRODUCTORY LETTER 77

APPENDIX C - A PROFILE OF ADULT BASIC SKILLS 79

APPENDIX D - CATALOGUE OF ADULT BASIC SKILLS 81

APPENDIX E - INSTRUCTION SHEET 106

APPENDIX F - INTERVIEWER'S PROFILE QUESTIONS 108

APPENDIX G - SUMMARY OF ONE-WAY ANOVA AND SCHEFFÉ 122

APPENDIX H - SUMMARY OF TWO-WAY ANOVA 124

VITAE 130

LIST OF TABLES

TABLE	DESCRIPTION	PAGE
1	Number of Respondents by Sex and Age Groups	29
2	Summary of One-Way ANOVA and Scheffé	33
3	Summary of Two-Way ANOVA	49
4	Summary of Two-Way ANOVA	40
5	Summary of Two-Way ANOVA	42
6	Summary of Two-Way ANOVA	44
7	Summary of Two-Way ANOVA	46
8	Summary of Two-Way ANOVA	47
9	Summary of Two-Way ANOVA	48
10	Summary of Two-Way ANOVA	50

CHAPTER I

RESEARCH PROBLEM

Introduction

Results from research investigating differences in the way adult males and females perceive the importance of adult basic skills required for an adult to function effectively in society, may create an interest by governments, educators, and society in ensuring that foundations in adult basic skills be an integral part of any educational framework. If there are sex and/or age groups within sex differences in the perceived importance of adult basic skills, a deficiency or gap may be created which hinders some adults from functioning successfully in society. Furthermore, even in the 1980s it is generally accepted by society that there is a human gap between males and females, with regard to gainful employment and functioning in society. The author views this gap by noting underemployment and underpayment of females in some aspects of the workforce in Edmonton, Alberta.

The social sciences relate the struggles in various aspects of living which men, and predominately women, have when they lack adult basic skills. These individuals may function in society with limited maintenance learning which may not include all the adult basic skills required by adults to function successfully in society. Botkin (1979)

illustrates how maintenance learning is actually a selective participation of learning by individuals which wastes human learning potential and creates multiple consequences in what may be the human gap for women. It may be a subtle difference between just maintenance learning, as compared to the learning and possession of adult basic skills, that some adults do not grasp, which brings about their condition of failing to function successfully in society.

Hopefully the acquiring of adult basic skills by adults may enhance the shift from maintenance to future oriented learning. Such future oriented learning will prepare adults, mainly females, for a more positive future approach to their lifestyles and employment. Although there are still obstacles to a female acquiring some of these adult basic skills, the author recognizes that there is a trend within public opinion to emphasize adult basic skills learning, in order to minimize the risks of these females and all adults having to learn by shock, such as unemployment or underemployment.

This researcher is interested in how adult males and females of all ages perceive the importance of adult basic skills. Perceiving the importance of adult basic skills may be influenced by education. Traditionally, women's education has been centred on areas such as child rearing and domestic duties. Botkin (1979) relates that even when women do receive training and jobs, these are likely to be confined to the field of health, administration, or teaching because these are the main job categories that current education prepares them for even in the 1980s. Many respondents in the research may have been influenced by such an educational system.

Whether adults in Edmonton have actually been denied the opportunities to acquire adult basic skills is doubtful. However, these opportunities to acquire these skills may have been limited or biased, in part because of sex, age, educational opportunity, attitudes, stereotyping, cultural values, or guidance inadequacies throughout the entire school system, from kindergarten through adult education. Recently expanded educational opportunities for adults have provided new options in an ever-changing world. Nonetheless, in the 1980s women are still the primary nurturers of children, and if they undervalue the importance of adult basic skills, they may become poor models for their children in defining and resolving issues posed by the human gap.

An example of competency in adult basic skills and the resulting benefits extended to females and their children are illustrated by Boserup (1980):

> Mother's education in nutrition can reduce significantly children's learning disabilities caused by malnutrition during pregnancy and one and a half years post-natal; educational achievement of children correlates with educational level of mother.

Developing the Profile of Adult Basic Skills

Deane and Manuel (1977) developed a systematic way to construct a Competency-Based Education (CBE) curriculum by developing a Competency Analysis Profile System (CAPS). This CAPS is a five-stage process

involving identification and validation of competency areas and making a chart form profile of competencies identified.

In 1981 the Alberta Department of Advanced Education and Manpower, through the Alberta Vocational Centres (AVCs) began a group process analysis similar to Phase I of the CAP System to identify the "functional tasks in daily living that competent adults normally perform in their various roles as members of Alberta's Society." This analysis evolved between 1981 and 1986 and has resulted in 84 basic skills. This skills listing is known as the Adult Basic Skills (ABS) listing, as described in a catalogue of skills (Collett, Deane, Kendal, and Brooks, 1983). In 1986 a small group of researchers in the Department of Industrial and Vocational Education, Faculty of Education, University of Alberta, prepared a research project which would research how normal adults in Edmonton, Alberta would value the 84 basic skills. This author was a member of this research team.

Purpose of Study

The author observes that today's trend in Canadian society is toward the continuing education and the lifelong learning of the adult. The development of adult programs designed to provide an education at many levels must consider the attitudes adults have toward acquiring certain basic skills which are necessary for them to function successfully as adults. Stereotyping of historical sex roles may influence attitudes of these individuals toward acquiring these adult basic skills. Training of educators in the concept of andragogy

may help to resolve attitudinal and stereotypical barriers which may thwart possession of necessary adult basic skills.

The purpose of this study was to identify from research respondent information whether significant differences existed between sex and/or age groups within sex in how each group perceived the importance of adult basic skills, as listed on the Profile of Adult Basic Skills (ABS), toward enabling an adult to function successfully in society. This research attempted to find significant differences in how sex and age within sex may effect Edmonton adults in valuing the identified 84 adult basic skills.

Statement of the Problem

Public concern in life management, family life, securing employment, underemployment, and holding a job reflect the difficulties of living in Edmonton, Alberta in the 1980s. Family breakdown, single parenting, women and youth entering a workforce traditionally dominated by men, economy of the era, and slow breakdown of some stereotyped roles have required changes in attitudes, and some shift toward androgynous skills. An acceptance of lifelong learning enhanced by concepts of the art and science of helping adults learn may be added to the required changes.

It is these issues that created the background for the author to research the importance of adult basic skills to normal Edmonton adults. Addressing the influence of sex and age on rating the importance of adult basic skills may reflect traditional stereotyping of sex roles and skills. Comparing skill ratings of age groups within

a sex may highlight societal changes in attitude towards skills becoming androgynous. Sex or age differences in rating the importance of categories or clusters of skills may identify areas of traditional importance of adult basic skills or a present-day acceptance of androgynous skills for any normal adult to function successfully in Edmonton.

Research Questions

If the 84 identified adult basic skills were rated by importance, the research information generated may, in the author's opinion, provide some observations to the following research questions:

1. Are there significant differences between male and female ratings of each of the adult basic skills on the Profile of ABS?
2. Is there a concentration of significant differences in any category or cluster of skills on the Profile?
3. Are there significant differences between age groups within sex ratings of each of the adult basic skills on the Profile of ABS?

The numerical order of these research questions was not intended as a ranking of importance by the author.

Significance of the Study

If there are significant differences between male and female perceptions of the importance of certain adult basic skills, stereotyping within sex roles, based on acquiring certain adult basic skills, historically may have contributed to these differences. If

age groups show significant differences in perceiving the value of certain adult basic skills it may be that society has not evolved toward recognizing the concept of androgyny, or that females are in a situation of requiring these skills. In addition to the research questions, the author was interested in the following statements that may be generated from the data:

1. Traditionally typical male skills, i.e., task oriented or instrumental, will be perceived as more important by males, whereas traditionally typical feminine skills, i.e., nurturing or expressive, will be perceived more important by females.
2. Older women will rate as more important the traditionally typical feminine skills than will younger women.
3. Older men will rate as more important the traditionally typical masculine skills than will younger men.

Such information may imply that the perceived importance of adult basic skills may be related to the possession of adult basic skills. The author notes that the implication of the study that sex and/or age are related to the rating of adult basic skills and therefore to the possession of these skills. In light of the research findings, the author has made recommendations to those individuals and institutions interested in the significance of this study. These recommendations are presented in the final chapter of this thesis.

Assumptions

For the purpose of this study the following assumptions were made:

1. The ABS Profile questionnaire measures the perception of the importance of listed individual adult basic skills, either positively or negatively, for the normal adult to function successfully in Edmonton, Alberta society.
2. The actual possession of the identified adult basic skills by the respondent is not a part of the study.

Delimitations

The main delimitation concern for this research pertained to the respondent answering the Profile of ABS in view of all normal Alberta adults in general. This researcher was interested in the research respondent opinion of the importance of each skill to a normally functioning adult in Edmonton. Interviewers stressed that personal possession of ABSs was not to be used by respondents who rated the skills. It was hoped that the commonality of respondent opinion of rating would provide validation of the research.

The concerns for this study are that the form of the Profile, as well as the content of the Catalogue of ABS, may have an effect on the responses of the subjects. Does a phrase stating a basic skill (on the Profile) have the same connotation to the subjects, as does the same basic skill divided into 10-15 subgroups (in the Catalogue)? Although the Catalogue of ABS was provided for the use of each respondent, it cannot be assumed that all respondents used the Catalogue to aid them in rating the skills. Therefore, some respondents may have made value judgements from limited understanding of each skill.

Definition of Terms

Adult Basic Skills (1985): Eighty-four basic skills judged by the Alberta Basic Skills Study to be requisite for an adult to function effectively in present-day Alberta society.

Category: A group of similar skills.

Cluster: Three condensed groups of the nine categories.

Items: Eighty-four basic skills, nine categories, three clusters totalling to 96 items.

Profile: A categorized listing of the 84 Adult Basic Skills.

Maintenance Learning: Limited learning to enable one to meet minor needs on a day-to-day basis without conscious preparation for the future.

Future Oriented Learning: Learning that prepares one for future based learning as an approach to lifestyle and employment.

Andragogy: Referring to the art and science of helping adults learn, as noted by Knowles (1978).

Androgyny: Gender as not a dividing factor for possessing a basic skill; valued by both males and females.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Professional educators remain divided on the issue of special courses designed to teach adult basic skills, versus integration of ABS foundation education into all aspects of curriculum.

The new role of women in the workforce as a necessary and/or common aspect of the adult world, has forced a new need for positive attitudes toward females possessing many more adult basic skills than were expected before the 1970s. The "new sexuality" of the 1950s and 1960s led to a new focus for educational programs in the 1980s. Societal concerns with youth and employment problems have resulted in tailoring some courses in education and training to meet the needs of females, as well as of males.

Adult Basic Education (ABE), Competency Based Adult Education (CBAE), English as a Second Language (ESL), and Competency Based Education (CBE) are headings using terminology and content that provide a literature review related to ABS.

Herold (1984) is concerned with sexuality programs as a basis for ABS. His four goals, as follows, are keys to current sexuality programs which may be applied to the general Profile of ABS when developing programs: (1) the acquisition of accurate information; (2) the development of greater self-awareness and understanding; (3) the

clarification of student's value standards; (4) the improvement of communication skills (Herold, 1984, p. 162).

Many attempts to teach ABS in the school system are relegated to the Guidance program and/or the home economics program dealing with family life education. Elkin (1971), in a national survey of family life education in Canadian schools, reports that most family life educators "consider sex education as but one aspect of family life education" (p. 2). Both the 1977 Canadian Educational Association and the 1984 Planned Parenthood Federation of Canada survey used as a definition of family life education, "a school program or activity aimed directly at enhancing student's understanding of personal development and family living" (Diesearch, 1977; Nolte, 1984). Much Alberta curricula related to ABS may be directly influenced by the American Home Economics Association of family life programs for the United States.

Taylor (1980) provides the definition of CBAE arrived at in 1978 by the Division of Adult Education, within the United States Office of Education as: "... a performance based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society."

Such literature review may emphasize the commonalties, the equalness, the overlapping, the relatedness, the sameness, or the simple change of terminology of CBAE, ABE, ABS, CBE, Essential Skills, Life Skills, Human Growth and Development, and Career Development curricula.

The American Home Economics Association study designated as basic to any family life education program:

> communication and interpersonal relationships; human growth and development, understanding self; marriage and family dynamics, human sexuality, values, decision-making, health, parent education and child care, adolescent pregnancy, management of resources, consumer education, childbirth, and intergenerational understanding (Sheek, 1984, p. 1).

Many of the topics included in this designation would fall within an adult basic skills educational program.

The Project Report (1983) stated that the purpose of developing a Profile of Adult Basic Skills in Alberta was to: "Develop a profile of Basic Competencies which identified functional, daily living tasks, [skills or activities] that competent adults normally perform in their various roles as members of Alberta society." Spady (1977) stated that CBE is: "A data-based, adaptive, performance-oriented set of integrated processes that facilitate, measure, record and verify within the context of flexible time parameters the demonstration of known, explicitly stated, and agreed upon learning outcomes that reflect successful functioning in life roles." This researcher relates the Project Report to Spady (1977) as a tool to unite adult basic skills importance with competency-based education as affected by attitudes, stereotyping, and androgyny.

Sex-Role Stereotypes

In the 1980s, the role of women in the workforce has become an important social issue. Women are entering occupations which have been traditionally dominated by men, and require the adult basic

skills (ABS) to maintain these occupations successfully. Antisexual discrimination and the feminist movement will not compensate for the lack of ABS required in the workforce. Burrow (1978), Gordon and Strober (1975), Jewell (1977), and Stead (1978) all conclude that women are distinctly underrepresented in certain occupational groups. Failing to recognize the importance of ABS as well as stereotypical attitudes, may be contributing factors to stereotyping females, which in turn presents a blocking mechanism to gainful employment or advancement.

Societal sex stereotyping may have historically resulted in a negative attitude toward the competency of females in the workforce. During World War II, females were desperately required in Canada's workforce. Their significant contributions provided a breakthrough necessary to erode the external forces of negative attitudes regarding their competency. Change has not been as rapid as some women would prefer. In fact, Broverman et al. (1970) reported that a state of normal mental health for women included being submissive, noncompetitive, dependent, excitable in minor crises, conceited about appearance, and inconsistent with adult responsibilities and adequate adult functioning. Similar results were provided even decades earlier by Fernberger (1948), and as late as 1975 by Spence, Helmreich, and Stapp. Such negative stereotyping could be alleviated, to a degree, by necessitating the acquisition of ABS at least as a stepping-stone toward further education and training.

Contrary to earlier sex-role stereotyping, this author observed that in the mid-1980s Canadian society accepts that women, as well as men, are responsible for the economic well-being of the family, and

that women have a place outside the home. This may be an opportunity or an added burden for women, since they are still primarily responsible for child care as well as tending to the emotional, mental, and physical needs of the family.

High rating of skills on the ABS Profile may pave a route for women to enter managerial positions. Schein (1976), in her article entitled "Think Manager - Think Male," related that women possessing stereotypical male characteristics required for managerial success may break the barriers for women seeking management positions today.

Possession of ABS could provide a bridge between stereotypes which would blend Bakan's (1966) male self-assertion, self-protectiveness, and self-aggrandizement with female selflessness and a desire "... to be at one with others." The ABS Profile demonstrates strength by not identifying any sex-role stereotyped skills and thus proves valuable for the original concern of the research, which was to identify how important the skills were perceived to be for an adult to function successfully in society.

Androgyny

Androgyny (from "andro," male and "gyne," female), emphasizes the integration of both masculinity and femininity in possession of an adult basic skill. Helmreich, Spence, and Holahan (1979) and Bem (1979) related that the androgynous or nonsex-typed person is seen to be flexible, adaptable, sensitive to changing situations, and free to choose a behaviour or a skill most appropriate and effective for a given task. Hoffman and Fidell (1979) and Bem (1975b) conclude that a

high degree of sex-typing may be undesirable for both males and females. However, in rating the importance of adult basic skills, respondents may have found it difficult to depart from stereotypical values; on the other hand, the new demands of the 1980s may necessitate an approach to valuing the skills as adrogynous in certain individual skills, in certain categories of skills, or in certain clusters of skills.

The Nature of an Attitude

Some negative attitudes which hamper adults in their struggle for a place in the workforce may be attested to in recruitment, placement, remuneration, promotion, and opportunities for further education. Such negative attitudes may be from within the person herself/himself, from the female or male domains, from the society, or from any combination of these influences. Prather (1971) identified sociopsychological factors which hinder the advancement of females in the professions. Women who aspire to nontraditional roles are confronted with internal and external attitudinal barriers, as noted by O'Leary (1974). Researchers writing within a time span of 23 years (Bennett, 1964; Putnam and Heinen, 1976; Terborg, 1977), agreed that such internal and external attitudinal barriers toward women are still very much in evidence today.

Our attitudes represent such an intrinsic part of our being, are based on our value and belief system, and guide our behaviour, and it may be difficult to be uninfluenced by them when rating the importance of ABS. Research suggests that a relationship does exist between

behaviour and attitudes (Liska, 1975). If this is so, then when rating the importance of ABS, attitudes held toward each ABS may have been transmitted, along with the attempt to consider the importance of ABS for the Edmonton adult population in general. This researcher recognizes the relationship between an individual's beliefs, attitudes, behavioural intentions, and overt behaviour as an integral part of valuing adult basic skills.

Andragogy

There is a need for research in the development of curricula to foster the learning and practice of ABS of school-aged students and adult students. A major concern is the implications this study could have on the professional development necessary for instructors to work with adults in continuing or adult education programs. New materials and altered teaching practices will be necessary since educational change has to do with the beliefs, teaching practices, and resources these changes encompass. Fullan (1982) sees professional development as a prerequisite for change to occur. This development must first focus on need, on inservice education to administrators and educators, and on opportunities for these professionals to interact with each other to share ideas and provide help in understanding the aspects of teaching the adult student to achieve competence in ABS. Such a movement in education requires some knowledge of andragogy and the education of the adult learner.

Malcolm Knowles (1978), Long (1983), Little (1981), Houstler (1981), and Lord (1985) all provide interesting and vital information

on the adult learner. They agree that education must involve the process of generating new knowledge, not just relying on the known. Lack of early education in adult basic skills does not mean that the adult cannot learn them as an adult.

Understanding the importance of the developmental stage of adulthood and the influence this has on learning may be essential to the educator. Developmental tasks for children and adults differ. Little (1981) presents Havighurst's identification of the Adult Life Cycle and may be used for ABS programs to accommodate each transition stage. Adult learning is maximized when the learning respects personal life experiences, is problem-centred, appropriate methodologies are used, and it coincides with an existing life transition stage.

Lord, (1977) provides interesting information on identifying today's adult learner. Recent figures for 1983 showed Canada as a country of adult learners, with 3.2 million people enrolled in 5.2 million courses. Twenty percent of Canadians over 17 years were enrolled in courses, with 66 percent of the participants taking one course and 21 percent of participants taking two courses. This information has many implications for andragogy and adult basic skills necessary for further education, employment, and daily living.

Further information from Lord (1977) is of interest to this researcher. One in four Albertan adults enrolled in a course in 1983, with Edmonton and Calgary topping other Canadian cities in participation rate. Those most likely to enroll were city dwellers, single, women, 25-34 years old, Canadian-born, university graduates, white-collar professionals, labour force members, and residents of

British Columbia or Alberta. Men took job-related courses, with personal development and academic courses less well attended. Few men took hobby courses. Fifty-six percent of adult learners were women, but they participated in 80 percent of the hobby courses and only 39 percent of the job-related courses. They showed a higher participation rate in personal development courses than did men. Women enrolled in job-related courses were more likely to be separated, divorced, or single. Nearly one-third of women enrolled in courses were single, while separated/divorced women had the next highest participation rate. Single and married men enrolled more frequently than separated or divorced men. The widowed were the least likely to take courses.

Research has shown that people who are currently studying are more likely to have had family members who have or are studying themselves (Advisory Council, 1982). In a sampling of 2,500 adults, men were viewed as interested in education as a "means of getting on in the world," while women were interested in education for its own sake (Advisory Council, 1982, p. 51). When queried about the use of leisure time, the same respondents chose, by a great majority, an active rather than a passive activity. This indicates that adult education opportunities could be further extended in scope and variety.

Women might be special subjects for adult education. A University of Minnesota study, reported by Long (1983) of over 1,400 women participating in continuing education, recorded them as white, average age 39, 60 percent employed, more than 50 percent with a degree, in good health, and with a household income of $35,000. The majority believed their talents were not being well used and, while

most respondents were happy with life, those who were unemployed or underemployed were less satisfied with life. As educators, a question we must address is why those women who really need courses for job advancement are not taking them, what unwritten curriculum have we prescribed into programs as suitable for those of either a specific sex, age, or income level, and with so many families headed by single parents who are primarily women at the lower end of the economic ladder, what can be done to help? This is exemplified as follows:

> Special problems experienced by women would be the time span since their last formal training; the fact that their training might indicate a patchwork of experiences in several locations; the role conflict they experience and the responsibility for dependents plus cost factors which might be a barrier to further learning (Long, 1983, p. 161).

If we are concerned with the value of the individual, male or female, as learner, and with the real needs of this individual, what direction should our programs take?

In a study of the Canadian work situation, Employment and Immigration Canada (1983) concluded that a strong swing must occur toward a comprehensive lifelong learning strategy, due to a changing work environment, the formation of new employee groups, a shifting in work scheduling, and a growing acceptance of part-time and part-year work. As the demographic composition of the labour force shifts, older individuals, women, and native groups will increasingly need to develop skills in nontraditional areas and take on new responsibilities. Our society demands highly qualified and skilled workers, but at this time "one in five Canadian workers is

functionally illiterate and lacking in even the basic skills necessary for further learning" (Employment and Immigration, 1983, p. 22). The significance of the large number of illiterate workers in the workforce is an issue which must be resolved. These are also the people who tend not to respond to adult education programs because they view education as a function of social class (Advisory Council, 1982).

At the other end of the spectrum, in an analysis of university responsibilities, Campbell (1984) cites adult learners as the new majority because in "part-time credit courses and in formal noncredit programs they together outnumber the full-time student body" (p. xi). We have become a "credential-orientated society" (p. 79) and Campbell identifies issues related to postsecondary education as those common to all of adult learning: "the nature of teaching and learning, the relationship of inquiry to teaching, the connection between discipline and its application, the relationship of instructor to student, and the balance between instructor input and student initiative." Campbell also states an expectation for these issues to be reconceptualized during the next decade. We will move from short-term education, completed when high school or college ends, to lifelong education and retraining. The idea of a generalist education, which can include ABS, will become popular because the specialist trend now in vogue limits adaptation as these specialties become obsolete. A generalist with a commitment to lifelong education can change with the times.

Lawson (1984) sees the home as not just a place for cleaning, making, and mending but as a place for living. If living is really

education, the home is thus also a place where learning will occur, aided by the new technologies. As much of adult learning is self-planned--where the adult takes responsibility for the planning, the context, the timing, the method, and the setting--home learning is comfortable for adults of low educational achievement, those with transportation or physical problems, or those adults who are not group oriented. Lawson views computers as being able to truly individualize learning. This computer learning will then occur in the home when personal and family living, community, social, and recreational issues are not involved.

Hirsch (1976) sees a personalized approach as suitable for community or adult education because the student/teacher relationship must be viewed differently from the traditional concept. An enlarged concept of class--that being class as community--must prevail and our concept of education as preparatory and goal-orientated must give way to a concept where the process is an ongoing and vital concern to life.

For Parkyn (1973), the possibility of realistically considering curriculum as including all educational experiences in life will prevent the premature teaching of concepts that go beyond the experience and capacity of the learner.

The role of school will change. These institutions will need to become agencies which lay the foundation for lifelong education. They must "equip their pupils with the attitudes and interests, motives and abilities necessary for carrying on a lifetime of systematic learning" (Cropley and Dave, 1978, p. 21). As demographics change and our population ages, recognition that empty buildings and unemployed

teachers could be utilized as resources for the "new education" of lifelong learning requiring ABS, should change our vision of school.

The technological changes which occur will influence the work world and will require:

> workers capable of resourcefulness and problem-solving rather than rote responses. The Orwellion uniformity machined into the mass synchronization of the present industrial workforce behavior needs to be replaced by flexibility and the capacity to respond to frequent task, product and organizational changes. In the emerging world people will plan, conceptualize, and manage the flow of information (Employment and Immigration, 1983, p. 22).

As our understanding of the world of work and learning evolves, it will demand an adaptation which can only come about by an acceptance of a totally new mode of education; a mode which will insist on the self-actualization of the person, if he/she is to survive.

Long (1983) identifies the influences on education in the 1980s as: (1) demography (changing population structure), (2) economics (inflation), (3) social conscience (consumer movement, status of women, and attitudes towards education), and (4) politics (attitudes toward education). These will influence the demand for, and response to, education trends which will require knowledge of ABS.

CHAPTER III

METHODOLOGY AND INSTRUMENTS

Population and Sample

The population studied was identified as adults from the City of Edmonton, Alberta. The population of Edmonton is approximately 600,000 according to the 1986 Census of Canada by Statistics Canada.

A random selection of 818 noninstitutionalized adult Edmontonians, aged 17 and over, living in a private household were the respondents for this research. Seven hundred and seventy cases, i.e., respondents in the research, were processed.

Sampling Procedure

Forty areas within the City of Edmonton, Alberta were selected. Selection was made randomly by visual dispersion on the Edmonton City Map. No industrial areas were included. Random selection was limited to a degree by accessibility of area and availability of interviewers to work in a given area. About one-half of the areas selected lie within a five kilometre radius from city centre (Jasper Avenue and 101Street), and the other one-half beyond the five kilometre zone. Geographical size of an area was not an issue for the research.

Population density of an area was an issue for the research. Areas were to have a population of approximately 250 names. Areas with apartment buildings were geographically smaller than areas with single family housing. Once an area was selected, all addresses within that area were acquired using the 1986 Edmonton Street Address Directory. Of these addresses, a random selection of possible subjects was made. Random selection was by selecting every tenth, fifth, or third person within the identified area. Higher density areas allowed using tenth position in the listings; medium density allowed using fifth position in the listing; low density allowed using third position in the listing. The minimum number of respondences selected in an area was ten, the maximum 30. Interviewers were hired (mainly university students) and then trained for ten hours in the expected methods of collecting the research data.

Forty-one interviewers were hired to collect data. Generally, only one interviewer worked in any area. Exceptions arose when an interviewer dropped out of the research project after beginning work in an area, in which case another interviewer would take over the area in addition to his/her own area. After reaching the maximum number of respondents in one area, an interviewer was allowed to select a new area to continue work if desired.

Some problems were encountered with recruiting respondents such as: no telephone answer, telephone always busy, disconnected telephone, moved or moving, too busy to participate, not interested, rejected, person over 18 years old never available. Based on feedback from the interviewers to the research coordinator, it was

conservatively estimated that at least 65 percent of respondents approached accepted participation in this research.

During the initial telephone call to an accepting respondent, the interviewer recorded name, sex, age, and address of the respondent. This information sheet was returned to the research office. By referring to these original data sheets, the research team attempted to maintain a balance of sex and age respondents as well as suitable representative respondent numbers within a given area. This information sheet also became a link between the respondent and the research office if any questions or difficulties arose.

Data Collection

After initial telephone calls (Appendix A) of research explanation and subject acceptance, the respondents were each delivered, by courier, a research package which included an introductory letter (Appendix B), the Profile of Adult Basic Skills (Appendix C), an instruction sheet (Appendix E), and a Catalogue of Adult Basic Skills (Appendix D). The respondent had the research instruments for approximately one week to rate the importance of the Profile items. The interviewer then personally interviewed the respondent to collect demographic data and other related information (Appendix E).

Recommendations by interviewers for rejection of respondent participation and data occurred under the following conditions:
(a) Interviewer felt respondent was not reliable because of some given reason, e.g., language problem, age (i.e., elderly respondent

who could not follow task at hand), obvious uninterest, and thoughtless answers.

(b) Respondent did not answer the desired question--instead answered from a personal point of view, i.e., "Do I have these skills--if so they're important; if not, they're unimportant." In such cases the profile was rejected and the questionnaire pertaining to the model accepted.

(c) Insufficient portions of either the profile or questionnaire were filled out in order to provide meaningful data.

The interviewer then returned all completed information to the research centre for this study in the Department of Industrial and Vocational Education, University of Alberta.

A member of the research team then considered the interviewers' recommendations for rejecting certain respondents from participating in the study. After reviewing all information available about the potential rejection of a respondent, the research team member made the decision to reject 48 respondents from the study.

Information was coded at the research centre. For the sex variables, males were coded as 1 and females as 2. Respondent ages were coded as exact ages. Keypunching and then data processing was undertaken through the Computing Services facility in the Division of Educational Research at the University of Alberta. Because of some missing data from certain respondents in the study, the members of the research team decided to process 770 of the possible 818 respondent total.

Data Analysis Procedure

The Statistical Package for the Social Sciences (SPSSX) (Norusis, 1983) was used as the instrument for statistical analysis. A two-way ANOVA was the preliminary test used to determine main effect by sex, age, and age within or by (x) sex. A probability level of .001 was chosen to determine significance. The large variety of items and the large sample population dictated this choice. This researcher felt (with advice from Educational Research Services in the Faculty of Education, University of Alberta) that a probability level of .05 would generate too many differences that were not truly highly significant differences to the research questions.

Secondly, One-Way Analysis of Variance (ANOVA) results were used to check for sex and age within sex mean differences in the ABS Profile ratings. This One-Way ANOVA, combined with a Scheffé test, was the writer's primary test to identify whether the difference of variance among the means of these groups was significant, or due to chance alone (Moore, 1983). A Scheffé multiple comparison test was used to indicate any significance in the age within sex mean differences, at the .001 level. The Scheffé test is the most conservative in indicating that differences do exist among the groups means (i.e., most conservative in the probability of rejecting a false null hypothesis) (Moore, 1983). The Scheffé Test requires larger differences than most other methods before significance is indicated (Norusis, 1983).

With advice from Educational Research Services, the author then concluded that a One-Way ANOVA and a Scheffé test would provide more stringent significance of the interaction effect of age within sex.

Categorizing Respondents by Sex and Age Groups

The author separated male and female respondents into age categories as presented in Table 1.

The author divided sex of respondent into male 1 (n=371) and female 2 (n=399) from a total of 770 respondents. Ages were categorized into three groups ($\leq$ 29 years, young; 30-49 years, transitional; 50+ years, old). These division comparisons enabled the author to discuss societal influences in the study.

Method

The Incidence of Missed Responses

The researcher felt that the number of cases in which subjects gave no response was not large enough on any particular item to interfere with the research results.

On the Two-Way ANOVA the following tabulation gives the item, (whether skill, category, or cluster) followed by the median number of missed responses, out of a total of 770 cases processed:

Of 84 skills - per skill: 14.4

Of 9 categories - per category: 6

Of 3 clusters-per cluster: 10.

TABLE 1

NUMBER OF RESPONDENTS BY SEX AND AGE GROUPS

Age Group	Male	Female	Total
Young (Y)	103	120	223
Transitional (T)	169	177	346
Old (O)	99	102	201
Total	**371**	**399**	**770**

Young (Y) = ≤ 29 years

Transitional (T) = 30-49 years

Old (O) = 50+ years

Use of the Five-Point Rating Scale

The use of the five-point scale apparently gave the subjects an adequate range in which to value-rate the items. Very Important (VI) had the highest possible value of one; this was followed by Important (I) with a value of two; next was Slightly Important (SI) with a value of three; next was Don't Know (DK) with a value of four; last in place was Not Important (NI) with a value of five. These values were chosen by the research team prior to the data coding.

Means of 1, 2, or 3 indicate that items are very important, important, or slightly important, respectively, as basic adult skills to the respondent. A mean value of 4 represents a value of neither importance or non-importance; mean value of 5 represents a negative value. Research results indicated a mean range from a high of 1.41 to a low of 3.14, from a scale of 1 (high value) to 5 (no value), with the point of 4 representing a "don't know" value.

Sectioning the sample by three age groups within sex allowed for a three-way comparison: young (Y) versus transitional (T), young (Y) versus old (O), and transitional (T) versus old (O). In years of age groupings the three-way comparison was of 29 years (Y) versus 30-49 years (T); $\leq$ 29 (Y) years versus 50+ years (O); 30-49 years (T) versus 50+ years (O).

CHAPTER IV

RESEARCH FINDINGS

The Profile of ABS listed 84 adult basic skills. These skills, previous to this research, were categorized by commonality of skills into nine categories. The nine categories were further compressed into three clusters to indicate the interrelationships of the adult basic skills to each other within a total skills context. Thus, there was a total of 96 items in this study.

Using the One-Way ANOVA and Scheffé tests to find the mean values for rating the 96 items, it was found that age groups **within the same sex** affected the value ratings of seven skills, two categories, and one cluster.

It was observed that predominantly the old female age group most highly valued the items of high significance.

Similarily it was observed that in the female sample the young groups versus the old groups showed greater significance than did the transitional versus the old groups. The young versus the old male groups showed greater significance difference than did the young versus the transitional male groups.

The research findings are presented with an introductory paragraph for each test used. Skills results are stated first, followed by category findings, and then cluster findings. Research findings tables are placed in relative order. The One-Way ANOVA and

Scheffé table provides the comparison information for three individual age groups within each sex in rating the importance of adult basic skills. The Two-Way ANOVA tables provide information to identify main effects of sex and/or age as well as two-way interactions of age group by sex in rating the importance of adult basic skills.

Summary of One-Way ANOVA and Scheffé Results, Comparison of Age Groups Within Sex

Significant Differences

Table 2, Summary of One-Way ANOVA and Scheffé, was used for summarizing the highly significant differences of rating adult basic skills by comparison of means of age groups within sex (probability of less than .001). Each item was numbered and labelled according to the Profile of ABS, with expansion of findings immediately following each skill, category, and cluster.

Skill B9 - Understand the Deduction and Benefit Packages Available: There was a significant differences between young and old female's evaluation of this skill (mean difference of +.42 for old). There was a significant difference between transitional and old female's evaluation of this skill (mean difference of +.36 for old).

Skill B11 - Plan and Manage Retirement: There was a significant difference between young and old female's evaluation of this skill (mean difference of +.35 for old). There was a significant difference between transitional and old female's evaluation of this skill (mean difference of +.35 for old).

TABLE 2

SUMMARY OF ONE-WAY ANOVA AND SCHEFFÉ:
COMPARISON OF AGE GROUPS WITHIN SEX

Item	Sex	Means			Significant ($p < .001$)		
		Y	T	O	Y vs. T	Y vs. O	T vs. O
Skill B9	Female	2.21	2.15	1.79		.42	.36
Skill B11	Female	1.76	1.75	1.41		.35	.35
Skill C8	Female	1.72	1.88	1.53			.35
Skill C14	Female	2.08	2.27	1.75		.32	.51
Skill C16	Female	2.30	2.48	1.75		.55	.73
Skill D6	Female	2.93	2.73	2.39		.55	.34
Skill D6	Male	3.14	2.76	2.52	.37	.62	
Skill I8	Female	3.10	2.90	2.50		.60	.40
Category C	Female	1.80	1.92	1.67			.25
Category D	Female	2.20	2.23	1.95		.25	.28
Cluster:							
Context Skills	Female	1.86	1.93	1.69		.16	.24

Young (Y) = $\leq$ 29 Years
Transitional (T) = 30-49 Years
Old (O) = 50+ Years
p = Probability Level

Skill C8 - Implement Budget: Be Effective in Purchasing Goods and Services: There was a significant difference between transitional and old female's evaluation of this skill (mean difference of +.35 for old).

Skill C14 - Understand, Identify, and Cope With Taxation Process: There was a significant difference between young and old female's evaluation of this skill (mean difference of +.32 for old). There was a significant difference between transitional and old female's evaluation of this skill (mean difference for +.51 for old).

Skill C16 - Develop an Estate Plan: There was a significant difference between young and old female's evaluation of this skill (mean difference of +.55 for old). There was a significant difference between transitional and old female's evaluation of this skill (mean difference of +.73 for old).

Skill D6 - Participate in Community Affairs: There was a significant difference between young and old female's evaluation of this skill (mean difference of +.55 for old). There was a significant difference between transitional and old female's evaluation of this skill (mean difference of +.34 for old).

There was also a significant difference between young and transitional male's evaluation of this skill (mean difference of +.37 for transitional). There was a significant difference between young and old male's evaluation of this skill (mean difference of +.62 for old).

Skill I8 - Understand Geometric Measurement: There was a significant difference between young and old female's evaluation of this skill (mean difference of +.60 for old). There was a significant

difference between transitional and old female's evaluation of this skill (mean difference of +.40 for old).

Category C - Manage Home and Family Responsibilities: There was a significant difference between transitional and old female's evaluation of this category (mean difference of +.25 for old).

Category D - Function As a Citizen: There was a significant difference between young and old female's evaluation of this category (mean difference of +.25 for old). There was a significant difference between transitional and old female's evaluation of this category (mean difference of +.28 for old).

Cluster: Context Skills - Includes Categories A, B, C, D: There was a significant difference between young and old female's evaluation of this cluster (mean difference of +.61 for old). There was a significant difference between transitional and old female's evaluation of this cluster (mean difference of +.23 for old).

Means of Each Group

Table 2 also states the mean value of each group's valuing of an item. They are presented from high to lower means in the following summary. The lower the mean, the higher to skill item was valued.

Skill B9 - Understand the Deduction and Benefit Packages Available: Old females valued this skill most highly (1.79), followed by transitional females (2.15), and young females (2.21).

Skill B11 - Plan and Manage Retirement: Old females valued this skill most highly (1.41), followed by transitional females (1.75), and young females (1.76).

Skill C8 - Implement Budget: Be Effective in Purchasing Goods and Services: Old females valued this skill most highly (1.53), followed by young females (1.72), and transitional females (1.88).

Skill C14 - Understand, Identify, and Cope with Taxation Process: Old females valued this skill most highly (1.75), followed by young females (2.08), and transitional females (2.27).

Skill C16 - Develop an Estate Plan: Old females valued this skill most highly (1.75), followed by young females (2.30), and transitional females (2.48).

Skill D6 - Participate in Community Affairs: Old females valued this skill most highly (2.39), followed by transitional females (2.73), and young females (2.93).

Old males valued this skill most highly (2.52), followed by transitional males (2.76), and young males (3.14).

Skill I8 - Understand Geometric Measurement: Old females valued this skill most highly (2.50), followed by transitional females (2.90), and young females (3.10).

Category C - Manage Home and Family Responsibilities: Old females valued this category most highly (1.67), followed by young females (1.80), and transitional females (1.92).

Category D - Function As a Citizen: Old females valued this category most highly (1.95), followed by young females (2.20), and transitional females (2.23).

Cluster: Context Skills - Includes Categories A - Protect/Maintain Health and Safety of Others, B - Earn a Living, C - Manage Home and Family Responsibilities, D - Function As a Citizen:

Old females valued this cluster most highly (1.69), followed by young females (1.86), and transitional females (1.93).

From a broad perspective, Summary Table 2 indicates the group comparisons showing high significance for value rating of items. Skill C16 was the only item, of a possible ten items, with high significance, that was more highly valued by the young female age group. Nine items were valued most highly by the old female age group. None of the items were most highly valued by the transitional group of females. Skill D6 was the only item having significance for the male age groups. It was rated most highly by the old male group.

Summary of Two-Way ANOVA Results, Main Effect of Sex/Age and Interaction of Age Groups Within Sex

Significant Differences

Using the Two-Way ANOVA for statistical analysis, this researcher found that age and/or sex may affect the value ratings of 17 skills, four categories, and one cluster. This is a total of 22 items of a possible 96 items that were rated. The researcher used this test to identify significant differences at a probability of $< .001$ to check the main effects of sex and/or age, and the two-way interaction of age groups within sex in rating the importance of adult basic skills. Statistical summary used frequency (F), distribution of frequency (df), and level of probability ($p < .001$).

Tables 3-10 provide the summary of the Two-Way ANOVA. Table 3 provided a significant summary for skills labelled in the A Skills.

Skill A1 - Practice Personal Hygiene: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 14.528$, $df = [1,753]$, $p < .001$).

Skill A4 - Practice Traffic Safety: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 15.593$, $df = [1,753]$, $p < .001$).

Skill A6 - Store and Handle Food Safely: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 23.729$, $df = [1,749]$, $p < .001$).

There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly less than did young individuals ($F = 8.836$, $df = [2,749]$, $p < .001$).

Skill A8 - Recognize and Act Upon Unsafe Conditions: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly more than did young individuals ($F = 9.598$, $df = [2,749]$, $p < .001$).

Table 4 provided a significance summary for skills labelled in the B Skills.

TABLE 3

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** $p < .001$	F	df
Practice Personal Hygiene					
Skill A1	Male	1.48			
			**	14.53	(1,743)
	Female	1.32			
	Age	1.30,1.47,1.36			
	Sex x Age (M)*	1.38,1.54,1.47			
	(F)	1.24,1.41,1.25			
Practice Traffic Safety					
Skill A4	Male	1.58			
			**	15.59	(1,753)
	Female	1.41			
	Age	1.57,1.51,1.37			
	Sex x Age (M)	1.69,1.60,1.44			
	(F)	1.47,1.43,1.31			
Store and Handle Food Safely					
Skill A6	Male	1.82			
			**	23.72	(1,749)
	Female	1.57			
	Age	1.75,1.76,1.51	**	8.84	(2,749)
	Sex x Age (M)	1.84,1.89,1.68			
	(F)	1.68,1.63,1.36			
Recognize and Act Upon Unsafe Conditions					
Skill A8	Male	1.82			
	Female	1.77			
	Age	1.88,1.85,1.59	**	9.60	(2,749)
	Sex x Age (M)	1.95,1.84,1.64			
	(F)	1.82,1.85,1.55			

Age 1.30, 1.47, 1.36
Where 1.30 = Young ($\leq$ 29 years)
1.47 = Transitional (30-49 years)
1.36 = Old (50+ years)
F = Frequency
df = Distribution of Frequency
p = Probability Level

TABLE 4

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** p < .001	F	df
Participate in Appropriate Job Related Affiliations and Organizations					
Skill B10	Male	2.81			
	Female	2.79			
	Age	2.98,2.84,2.54	**	9.65	(2,745)
	Sex x Age (M)	3.12,2.78,2.55			
	(F)	2.85,2.90,2.54			
Plan and Manage Retirement					
Skill B11	Male	1.88	**	12.84	(1,747)
	Female	1.67			
	Age	1.83,1.84,1.57	**	8.06	(2,747)
	Sex x Age (M)	1.93,1.93,1.73			
	(F)	1.75,1.75,1.41			

Where 2.98 = Young (≤ 29 years)
2.84 = Transitional (30-49 years)
2.54 = Old (50+ years)
F = Frequency
df = Distribution of Frequency
p = Probability Level

Skill B10 - Participate in Appropriate Job Related Affiliations and Organizations: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly more than did young individuals ($F = 9.647$, $df = [2,745]$, $p < .001$).

Skill B11 - Plan and Manage Retirement: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 12.840$, $df = [1,747]$, $p < .001$).

There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly less than did young individuals ($F = 8.058$, $df = [2,747]$, $p < .001$).

Table 5 provided a significance summary for skills labelled in the C Skills.

Skill C1 - Plan and Prepare Nutritious Meals: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 24.192$, $df = [1,747]$, $p < .001$).

Skill C8 - Implement Budget: Be Effective in Purchasing Goods and Services: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill less than did young individuals ($F = 9.692$, $df = [2,754]$, $p < .001$).

TABLE 5

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** $p < .001$	F	df
Plan and Prepare Nutritious Meals					
Skill C1	Male	1.89	**	24.19	(1,747)
	Female	1.63			
	Age	1.86,1.77,1.63			
	Sex x Age (M)	2.01,1.85,1.84			
	(F)	1.72,1.69,1.42			
Implement Budget: Be Effective in Purchasing Goods and Services					
Skill C8	Male	1.82			
	Female	1.75			
	Age	1.75,1.89,1.63	**	9.69	(2,754)
	Sex x Age (M)	1.77,1.90,1.72			
	(F)	1.72,1.89,1.53			
Understand, Identify, and Cope with Taxation Process					
Skill C14	Male	2.27			
	Female	2.08			
	Age	2.16,2.31,1.96	**	9.22	(2,751)
	Sex x Age (M)	2.25,2.34,2.18			
	(F)	2.08,2.28,1.75			
Develop an Estate Plan					
Skill C16	Male	2.40			
	Female	2.24			
	Age	2.43,2.48,1.91	**	21.32	(2,753)
	Sex x Age (M)	2.58,2.48,2.09			
	(F)	2.30,2.49,1.73			

Where 1.86 = Young ($\leq$ 29 years)
1.77 = Transitional (30-49 years)
1.63 = Old (50+ years)
F = Frequency
df = Distribution of Frequency
p = Probability Level

Skill C14 - Understand, Identify, and Cope with Taxation Process: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill less than did young individuals ($F = 9.216$, $df = [2,751]$, $p < .001$).

Skill C16 - Develop an Estate Plan: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly less than did young individuals ($F = 21.321$, $df = [2,753]$, $p < .001$).

Table 6 provided a significance summary for skills labelled in the D Skills.

Skill D2 - Abide by the Law: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 21.325$, $df = [1,753]$, $p < .001$).

Skill D6 - Participate in Community Affairs: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill more than did young individuals ($F = 19.733$, $df = [2,751]$, $p < .001$).

Skill D7 - Utilize Community Resources: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 17.292$, $df = [1,751]$, $p < .001$).

TABLE 6

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** $p < .001$	F	df
Abide by the Law					
Skill D2	Male	1.63	**	21.33	(1,753)
	Female	1.43			
	Age	1.56,1.57,1.41			
	Sex x Age (M)	1.77,1.61,1.52			
	(F)	1.37,1.53,1.32			
Participate in Community Affairs					
Skill D6	Male	2.81			
	Female	2.70			
	Age	3.04,2.74,2.46	**	19.73	(2,751)
	Sex x Age (M)	3.16,2.76,2.54			
	(F)	2.93,2.72,2.38			
Utilize Community Resources					
Skill D7	Male	2.88	**	7.29	(1,751)
	Female	2.60			
	Age	2.90,2.72,2.58			
	Sex x Age (M)	3.02,2.82,2.82			
	(F)	2.79,2.62,2.34			
Assume Responsibility for Individuals with Special Needs					
Skill D8	Male	2.52			
	Female	2.29			
	Age	2.47,2.49,2.16	**	7.88	(2,751)
	Sex x Age (M)	2.60,2.56,2.35			
	(F)	2.36,2.41,1.98			

Where 1.56 = Young ($\leq$ 29 years)
1.57 = Transitional (30-49 years)
1.41 = Old (50+ years)
F = Frequency
df = Distribution of Frequency
p = Probability Level

Skill D8 - Assume Responsibility for Individuals with Special Needs: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly less than did young individuals ($F = 7.883$, $df = [2,751]$, $p < .001$).

Table 7 provided a significance summary for the skills labelled in the E Skills.

Skill E8 - Recognize Influences of Personal Culture, Tradition, and Customs: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 16.399$, $df = [1,747]$, $p < .001$).

Table 8 provided a significance summary for the skills labelled in the F Skills.

Skill F6 - Appreciate Cultural Differences: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 21.802$, $df = [1,751]$, $p < .001$).

Table 9 provided a significance summary for the skills labelled in the I Skills.

Skill I8 - Understand Geometric Measurement: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill less than did males ($F = 13.340$, $df = [1,739]$, $p < .001$).

There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional

TABLE 7

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** $p < .001$	F	df
Recognize Influences of Personal Culture, Tradition, and Customs					
Skill E8	Male	2.45	**	16.40	(1,747)
	Female	2.16			
	Age	2.33,2.36,2.14			
	Sex x Age (M)	2.45,2.55,2.26			
	(F)	2.23,2.19,2.03			

Where 2.33 = Young ($\leq$ 29 years)
2.36 = Transitional (30-49 years)
2.14 = Old (50+ years)
F = Frequency
df = Distribution of Frequency
p = Probability Level

TABLE 8

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** $p < .001$	F	df
Appreciate Cultural Differences					
Skill F6	Male	2.23			
			**	21.80	(1,751)
	Female	1.94			
	Age	2.05,2.13,2.02			
	Sex x Age (M)	2.23,2.32,2.09			
	(F)	1.91,1.95,1.95			

Where 2.05 = Young ($\leq$ 29 years)
2.13 = Transitional (30-49 years)
2.02 = Old (50+ years)
F = Frequency
df = Distribution of Frequency
p = Probability Level

TABLE 9

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** $p < .001$	F	df
Understand Geometric Measurement					
Skill I8	Male	2.56	**	13.34	(1,739)
	Female	2.87			
	Age	2.93,2.75,2.44	**	9.47	(2,739)
	Sex x Age (M)	2.71,2.58,2.38			
	(F)	3.11,2.91,2.51			

Where 2.93 = Young ($\leq$ 29 years)
2.75 = Transitional (30-49 years)
2.44 = Old (50+ years)
F = Frequency
df = Distribution of Frequency
p = Probability Level

individuals valued this skill more than did young individuals ($F = 9.474$, $df = [2,739]$, $p < .001$).

Table 10 provided a significance summary for categories and clusters.

Category A - Protect/Maintain Health and Safety of Others: There was a significant difference between males' and females' evaluation of this category. Females valued this category more highly than did males ($F = 22.316$, $df = [1,758]$, $p < .001$).

Category B - Earn a Living: There was a significant difference between ages in their evaluation of this category. Young and transitional individuals valued this category less than did older individuals. Transitional individuals valued this category slightly less than did young individuals ($F = 7.952$, $df = [2,758]$, $p < .001$).

Category C - Manage Home and Family Responsibilities: There was a significant difference between ages in their evaluation of this category. Young and transitional individuals valued this category less than did older individuals. Transitional individuals valued this category less than did young individuals ($F = 9,180$, $df = [2,758]$, $p < .001$).

Category D - Function As a Citizen: There was a significant difference between ages in their evaluation of this category. Young and transitional individuals valued this category less than did older individuals. Transitional individuals valued this category slightly more than did young individuals ($F = 10.128$, $df = [2,758]$, $p < .001$).

Cluster: Context Skills - Includes Categories A - Protect/Maintain Health and Safety of Others, B - Earn a Living, C - Manage Home and Family Responsibilities, D - Function As a Citizen:

TABLE 10

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables		Means	Significant** $p < .001$	F	df		
Protect/Maintain Health and Safety of Others								
Category A	Male		1.80	**	22.32	(1,758)	p	.001
	Female		1.64					
	Age		1.75,1.76,1.61					
	Sex x Age	(M)	1.83,1.82,1.73					
		(F)	1.68,1.70,1.50					
Earn a Living								
Category B	Male		1.90					
	Female		1.85					
	Age		1.90,1.92,1.76	**	7.95	(2,758)	p	.001
	Sex x Age	(M)	1.96,1.91,1.81					
		(F)	1.85,1.92,1.71					
Manage Home and Family Responsibilities								
Category C	Male		1.94					
	Female		1.82					
	Age		1.85,1.95,1.78	**	9.18	(2,758)	p	.001
	Sex x Age	(M)	1.91,1.99,1.88					
		(F)	1.80,1.92,1.68					
Function As a Citizen								
Category D	Male		2.28					
	Female		2.15					
	Age		2.29,2.25,2.06	**	10.13	(2,758)	p	.001
	Sex x Age	(M)	2.40,2.27,2.18					
		(F)	2.20,2.23,1.95					
Includes Categories A - Protect/Maintain Health and Safety of Others, B - Earn a Living, C - Manage Home and Family Responsibilities, D - Function As a Citizen								
Cluster: Context Skills	Male		1.96	**	14.17	(1,754)	p	.001
	Female		1.85					
	Age		1.92,1.96,1.79	**	10.41	(2,754)	p	.001
	Sex x Age	(M)	1.99,1.98,1.89					
		(F)	1.86,1.93,1.69					

Where 1.76 = Young ($\leq$ 29 years)
1.76 = Transitional (30-49 years)
1.61 = Old (50+ years)
F = Frequency
df = Distribution of Frequency
p = Probability Level

There was a significant difference between males' and females' evaluation of this cluster. Females valued this cluster more highly than did males ($F = 14.168$, $df = [1,754]$, $p < .001$).

There was a significant difference between ages in their evaluation of this cluster. Young and transitional individuals valued this cluster less than did older individuals. Transitional individuals valued this cluster less than did young individuals ($F = 10.411$, $df = [2,754]$, $p < .001$).

Percentages of item groups affected by sex and/or age are noted:

By sex:	10 skills - 50%	1 category - 25%	1 cluster - 100%
By age:	10 skills - 50%	3 categories - 75%	1 cluster - 100%
Total Possible:	20	4	2

Individual ABS ratings are affected equally by sex and age. Categories of skills ratings are more heavily determined by age at a ratio of 3:1 over sex. The cluster of context skills was totally affected by both sex and age.

General Summary of Findings of Two-Way, One-Way ANOVA, and Scheffé Results

Some general trends may be seen in the statistical results of the Two-Way ANOVA, the One-Way ANOVA, and the Scheffé study.

In all instances, younger females tended to place less value on items than did transitional or older females. Transitional females tended to place less value on most items than did old females.

In the case where males were cited, the ages of males and females tended to have similar values. The transitional males were also more

similar to old males than they were to young males, with the largest gap existing between young males and old males.

In all cases, older individuals valued the skills in the ABS more than young or transitional individuals.

Transitional individuals were predominantly more similar in values to young individuals than older individuals.

Females valued the skills in the Profile of ABS more, in general, than did males.

Older individuals of both sexes valued the skills in the Profile of ABS more than young or transitional individuals of both sexes.

Young and transitional individuals of both sexes were more similar in values than either group compared to older individuals of both sexes.

Of the 84 skills on the Profile of Adult Basic Skills, significant differences between male and female ratings occurred in 17 skills. Of these 17 skills, the area of mathematics (geometry) was the only skill valued more highly by males than by females. (See Tables 3-9.)

CHAPTER V

CONCLUSIONS, GENERAL DISCUSSION OF RESEARCH FINDINGS, AND IMPLICATIONS OF THE STUDY

Conclusions

In Chapter One of this thesis, the author stated that the purpose of this study was to identify from research respondent information whether significant differences existed between sex and/or age groups within sex in how each group perceived the importance of adult basic skills, as listed on the Profile of Adult Basic Skills. This researcher found that there were, indeed, some (although few) significant differences in the way adult males, females, and age groups perceive the importance of adult basic skills. Females value most of the adult basic skills more than males. Skill I-8 Understand Geometric Measurement was the exception.

In Chapter One, the author posed three research questions that were answered by the analysis of the respondent data. The research questions are restated below with concise answers generated from the data analysis:

1. Are there significant differences between male and female ratings of each of the adult basic skills on the Profile of ABS?

Ten adult basic skills, out of a possible 84 skills, showed a significant difference between male and female ratings.

2. Is there a concentration of significant differences in any category or cluster of skills on the Profile?

Four categories, out of a possible nine categories, showed a concentration of significant differences by sex and/or age.

3. Are there significant differences between age groups within sex ratings of each of the adult basic skills on the Profile of ABS?

Eight skills showed a significant difference between female age groups in rating the adult basic skills on the Profile of ABS; one skill showed a significant difference between male age groups.

General Discussion of Research Findings

From this analysis, it is apparent from comparing age group means that age group within sex does effect valuing of adult basic skills. Also notable was the main effect of sex and/or age in valuing the identified adult basic skills.

It is clear also, that the value ratings of the Context Skills Cluster and its subgroups are highly associated with age groups of females. In part, this may reflect traditionally stereotypical nurturing roles and thus adult basic skills of females. However, in the Earn a Living, Category B, one may note the reflection of the great number of females in the workforce, particularly in developing their own small businesses.

Because only ten items out of a possible 96 items showed significant differences in age groups within sex, one may assume that most adult basic skills identified by this study are universal and are valued by most of the population of Edmonton.

Did the respondents in this study voluntarily choose "don't know" in valuing the item or since it was a forced choice were they simply voting against an extreme value of the item? The respondents may have been showing a preference toward valuing the importance of a skill, rather than a preference toward showing a moderation in valuing the skill.

On the Profile, a median response of 4 represented a value of neither importance or nonimportance. If one defines a mean response of one (1) on either side of 4, as showing a preference for importance or nonimportance, one can say that most subjects believe that most items are very important, important, or slightly important as adult basic skills. Thus, most items were highly valued, few items were noted as not important, and few items were rated with "do not know" value. It is believed that differences in the ratings were not exaggerated because the subjects did not have to choose from only the extreme levels of importance. Also from 1981-1986 numerous studies developed and refined the skills used on the Profile as identified important adult basic skills in Alberta. This author was interested in the degree of importance and expected very little negative values.

The concentration toward valuing the items as very important and important seems to reflect that these skills values are typical of Edmontonian adult males and females as they were in previous research encompassing the general Alberta population.

Young females value less the skills that are associated with nurturing. There may be a trend for young females in Edmonton to become more independent and task-oriented than were young females a generation ago. Results of this research support this view.

Independence and/or self-reliance leads to need for employment and therefore to possession of task-oriented skills.

Transitional females value items more similarly to young females than to older females. There may be a trend indicating that transitional aged females in Edmonton are becoming more independent and task-oriented than were transitional aged females a generation ago. However, they tend to be influenced more than the young females by the older females and the accompanying values of their generation. Daughters and mothers have more similarity in valuing items than do granddaughters and grandmothers. Results of this research support this view.

Except for skill D6, males showed no highly significant differences by age groups in valuing the items. This researcher accepts that there have been no men's movements that would significantly effect or alter the male values of the Profile items. A review of related literature supports that, by tradition, men have been task-oriented so values in related skills would be uniform. Also, males may not have adopted nurturing values for themselves as readily as females have adopted task-oriented values. If males traditionally have held superior positions, they may have felt less need to strive for greater independence and/or self-reliance that form the base of task-oriented skills and stereotyping. This superior position has not changed significantly during history (Bakan 1966), therefore neither have the values amongst male age groups.

Most of the 96 items were more highly valued by females than by males. Although females are moving toward independence, as noted by

differences in age groups, the reality remains that females are still more responsible for the majority of nurturing skills than are males.

The formula for successfully functioning adult males may not have significantly changed over the decades. Such a formula requires possession of task-oriented skills supported by individuals (i.e., women) with nurturing skills. The formula for a successfully functioning adult female appears to be the possession of both task-oriented skills and nurturing skills. Such assumptions would help explain the research findings that age, sex, and age groups within sex affect the ratings of the Profile items. This reflects a change in the formula for success for females, from a time when the possession of nurturing skills alone were viewed as the mark of a successfully functioning adult female. The majority of the skills discussed focus upon altruism, home and the family, and one's responsibility to society. Although these are worthy skills, they are not necessarily part of career success or independence. This may account for the underrepresentation of females in the workforce and in higher income brackets. However, the higher female values may reflect the new female highly involved in her own small business (Edmonton Journal, 1988). This situation of the 1980's female may require that she value the importance of all adult basic skills--whether stereotypically male or female. There may be a tendency for males to dominate the workforce and the higher income brackets may reflect the traditional values they place upon skills which develop self-reliance, business talents, and progression in society, but the significant difference in importance rating by females may reflect the new woman involved in her own small business.

The research findings determined that only 18 of the 84 adult basic skills showed highly significant differences of sex and/or age groups affecting the value ratings on the Profile. The remaining 67 skills may be universal skills that are of importance to all adults in Edmonton.

As society moves toward androgyny, individuals may no longer be successfully functioning adults by possessing only traditionally stereotypical skills. To be a successfully functioning adult in Edmonton, Alberta society, an individual should possess a combination of these skills and the intelligence and flexibility to determine which situations demand what skills. Change of attitudes by sex and age groups to meet such demands will be assisted by a new field of learning--andragogy.

Implications of the Study

There may be a strong focus in valuing only stereotypically male or female skills, without a balance the other way, leading to only partial successful functioning as an adult in society. An implication of the research findings may be that a combination of both male and female skills and the ability to adapt effectively to new situations may greatly increase the level of potential success for an adult in society. This balance between skills being seen as valuable may be the key to success. Stereotyping male or female skills and/or roles and then developing only those that pertain to one's sex, may leave huge gaps that negatively effect the adult's chances for success. In other words, reducing this human gap between males and females, so

that each possess more of the other's traditional skills and roles, could be of great benefit to both sexes.

Reducing this human gap may mean that maintenance learning becomes obsolete as future oriented learning proves to provide adults with the balance of skills they require.

To follow through on this style of future oriented learning, educators should be trained in a more androgynous method of teaching. They should be able to demonstrate the value of maintaining a balance of skills in order to facilitate attitude change toward valuing adult basic skills, and then be able to teach these skills. Then, the ability to decide which skills are most appropriate for different situations must also be instructed.

The author's understanding of the review of related literature in stereotyping of roles and skills, in attitudes, and in androgyny support that the results of this researcher's statistical tests have shown that society may not be moving toward androgyny as much as would be desirable.

Age groups within sex indicate few significant differences.

Older women did rate as more important the traditionally typical feminine skills than did younger women.

Older men also did rate as more important the traditionally typical masculine skills than did younger men.

There is a possibility of many skills being androgynous. A note of caution in interpretation of the skill item is in order because respondents may be indicating more of a preference for moderation than a real value choice of a skill.

Another implication of the research findings is that to assist the process of future oriented learning and the success of the adult in society, as an ongoing procedure, the concept of andragogy must be a focus within the educational system. If the importance of adult basic skills, future oriented learning, and andragogy are combined, then the success of all adults, regardless of age or sex, will be maximized. This can only benefit the society and quality of life, as a whole.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

This research indicated there are significant differences between male and female perceptions of the importance of adult basic skills. It also illustrated that age groups within sex may show significant differences. The one male item of significance may illustrate the steadiness of male values through stereotyped roles. The female significance items may illustrate the changing way of life for Edmonton female adults, i.e., more young single female parents required to maintain traditional female skills, and at the same time acquire new skills, that were once in the male domain, to be able to survive as head of the family (Edmonton Journal, May 1988).

Finally, the research indicated that there may be a concentration of significant differences in a category or cluster of skills. Indeed, there was significance for females in the Context Skills area which dealt with skills related to nurturing, earning a living, and citizen and community obligations. Again this may in part verify the circumstances of the 1980 Edmonton woman who must maintain a position as head of the family, both in nurturing and in economic aspects.

It may well be, in reality, that certain adult basic skills are valued because of the stereotyped attitudes of an individual. But it

could be argued that such reasoning may have little validity if one accepts that adult Edmontonians value adult basic skills for their androgynous merit.

The author does not wish to suggest that either males or females are less competent in valuing the adult basic skills. Rather, the author suggests that the 1980s have encouraged a change in attitudes that reflects in both sexes and all age groups positively valuing the adult basic skills.

While researchers and theorists may focus on the way situations should be, practitioners of andragogy may direct their attention to ensuring that all Edmonton adults be given the opportunities to possess and therefore highly value the identified adult basic skills in this research.

Different experiences and expectations of adults in life may result in a self-fulfilling prophecy. That is, adults may owe some portion of their successful functioning as an adult to the positive expectations of self and others; conversely adults may owe some portion of their unsuccessful functioning as an adult to the more negative expectations of self and others.

What is needed now is the applicability of these results to the secondary and postsecondary scenes. Only when the biases and confusions of the importance of adult basic skills are studied can society work at implementing these skills for all adult Edmontonians.

Independent Activities to Compliment Data

Reading of material by Stearns (1979), Unger (1979), and Frieze, Parsons, Johnson, Ruble, and Zellman (1978) provided the background for the author to undertake two independent activities to illustrate or strengthen the data.

Stereotyping Skills by Vocabulary Commonalities - Two-Way ANOVA Results

The author has combined vocabularly commonalities in the skill label to identify nurturing aspects related to descriptive nouns and verbs within the label.

Skills A1-10 - Protect/Maintain Health and Safety of Others: The related literature review notes that these skills tend to be nurturing skills for self and family as related to stereotyped roles. As the ANOVA verifies, these skills were most highly valued by females.

Skills B6, 7, 9, 10, 11 - Earn a Living: Although in the "Earn a Living" category, these skills tend to be related to nurturing skills with words such as **Responsibilities, Needs of Others, Understand,** and **Participate.**

Skills D2, 4, 5, 6, 7, 8 - Function As a Citizen: Tend to be associated with nurturing, exemplified by words such as **Abide by, Understand, Responsibilities, Interpret, Participate,** and **Community.**

Skills E5-9 - Develop Self: Tend to be skills for personal well-being that promote nurturing, exemplified by words such as **Recognize, Adapt,** and **Culture.**

Skills F3-6 - Relate to Others: Tend to be nurturing skills, exemplified by words such as **Help, Accepting, Considerate, Values**, and **Culture.**

Skill G3 - Learn How to Learn: Tends to be a nurturing skill related learning in various situations, as exemplified by the word **Understand.**

Skills H3, 4 - Communicate: Tend to be nurturing skills as exemplified by words such as **Interpret** and **Comprehension.**

20-Person Panel

To compliment the main research data collected on Edmonton adult views of basic skills on the Profile of ABS, this researcher utilized a panel of 20 individuals (nine female, 11 male) to gather some informal data on the skills, categories, and clusters, as traditionally stereotypically male, female, or both/neither.

The panel consisted of two professors and 18 graduate students with varying backgrounds. No demographic information was required. Each individual received an instruction sheet and Profile, was to respond as an "average" member of adult society, on how society traditionally stereotyped each ABS skill, category, and cluster.

Any skill, category, or cluster validated as male or female by 80% or more of the panel was chosen by the researcher as significantly important to sex stereotyping.

These results, the researcher believes, when compared with the main data, indicate a linkage of attitudes, stereotyping, and role

behaviour with how adults perceive the importance of adult basic skills.

No categories or clusters showed significantly high percentages of male or female stereotyping.

Only five out of 84 individual skills were traditionally stereotypically significant:

A6: Store and Handle Food Safely - 90% stereotypically female

C12: Plan and Use Leisure Time - 80% stereotypically male

C15: Manage Mobility (Effect of Moving on Family) - 100% stereotypically male

C1: Plan and Prepare Nutritious Meals - 100% stereotypically female

D1: Understand Purpose of Laws and Effects on Individual - 80% stereotypically male

Two skills were significantly traditionally stereotyped as female skills (A6 and C1). Three skills were significantly traditionally stereotyped as male skills (C12, C15, D1).

The panel rated five skills within Categories A - Protect/Maintain Safety of Others, C - Manage Home and Family Responsibilities, and D - Function As a Citizen as being traditionally stereotyped as male or female. This provides some overlapping of items significantly affected by sex in the ANOVA analyses. Such overlapping justifies the consideration of associating role stereotyping in related literature with profile skill stereotyping.

Recommendations

In the **Statement of the Problem** section of Chapter One of this thesis, the author noted public concern in life management, family life, securing employment, underemployment, and holding a job as a reflection of some of the difficulties of living in Edmonton, Alberta in the 1980s. As stated in Chapter One, addressing the influence of sex and/or age on rating the importance of adult basic skills may reflect traditional stereotyping of sex roles and skills. Comparing skill ratings of age groups within a sex may highlight societal changes in attitude toward skills becoming androgynous. These research concerns relate the **Significance of the Study** as presented in Chapter One to the following recommendations.

The author suggests that if governments, educational networks, and individuals are interested in applying the research findings for the benefit of Edmonton adults, they may consider the following recommendations. These recommendations address the concerns of the relationships of sex/age and age within sex on the rating of the importance of adult basic skills.

1. That adult basic skills content base in the early childhood, elementary, junior, and senior school curricula be assessed and definite provisions for the approximately 1,000 catalogued ABS be made within the curricula.

This recommendation was most important to the researcher with the belief that the foundation in adult basic skills needs to be developed at the early level of our school systems. The One-Way ANOVA and Scheffé analysis of data indicated that of the three age groups

compared in the data, the oldest group (50+ years) valued the ABS most highly. A point of interest in assessing such results may be that the curricula of the school systems in Alberta have not adequately addressed the items of ABS on the Profile in the preadult years that would have influenced the 17-49 year olds in the research, i.e., post World War II to the present time.

2. That governments become more aware of the basic skills inportant to adults to function successfully in society.

The findings of the research indicate that all of the skills on the Profile of ABS were rated as important. The degree of importance varied. Governments spend extensive monies on a section of the population that is deficient in some basic skills deemed necessary for an adult to function successfully in society. Encouraging programs with adult basic skills as a foundation may provide numerous adults with new capabilities to function successfully and more independently with less government control. With the trend to lifelong learning, governments may budget monies toward adult educational programs, rather than toward adult enabling programs.

3. That the social sciences expend research and literature on adult basic skills to help reduce the sex and age group gaps in valuing individual skills.

The Two-Way ANOVA analysis of data presented in Table 10, page 50, reveals that Category 19 of the Profile of ABS, i.e., Protect/ Maintain Health and Safety of Others, had the largest significant difference in how males and females rated the ABS. If this category is to remain a strong base for Alberta society, it may be necessary to remove, or at least decrease, the sex biased gap. Table 10 also

illustrates that Category B - Earn A Living, Category C - Manage Home and Family Responsibilities, and Category D - Function As a Citizen, showed significant differences between the three age groups in the research. Social science research and literature may capitalize on the wisdom of the 50+ years group to reduce the gap amongst age groups in valuing adult basic skills.

Our philosophy of learning and our view of adult learners as a product of, and reaction to, their environment, will shape and mold our relationships with students, whether they be six or 60 years old. Learners come to us with economic, political, and personal needs which must be satisfied in order for development to take place. This view of education demands that we accept a holistic view of the individual, concentrating on his/her development as a whole person; not just on one specific subject matter or part to which we must administer. The real life of the learner cannot be isolated and ignored in the learning/education process. This view is noted in the relationship of teaching adult basic skills and andragogy. As stated in Chapter One of this thesis relating to the **Purpose of the Study**, there is a trend in Canadian society today toward continuing education and lifelong learning of the adult. This researcher believes that if the theory of lifelong learning is accepted, an understanding of the lifelong learner is essential.

REFERENCES

Advisory Council for Adult and Continuing Education. (1982). Adults. their educational experiences and needs. Leicester.

Bakan, D. (1966). The duality of human existence. Chicago, Illinois: Rand McNally.

Bem, S.L. (1979). Theory and measurement of androgeny: A reply to the Pedhazur-Tetenbaum and Locksley-Colten critiques. Journal of Personality and Social Psychology, 37, 1047-1054.

Bem, S.L. (1975b). Sex role adaptability: One consequence of psychological androgyny. Journal of Personality and Social Psychology, 31, 634-643.

Bennett, W.W. (1964). Institutional barriers to the utilization of women in top management. Dissertation Abstracts, 25, 5605.

Boserup, E. (1970), Women's role in economic development. London: Allen and Unwin.

Botkin, J., Elmandjra, M., & Malitza, M. (1979). No limits to learning - bridging the human gap. Willowdale, Ontario: Pergamon Press Canada Ltd.

Broverman, I.K., Vogel, S.R., Broverman, D.M., Clarkson, F.E., & Rosenkrantz, P.S. (1972). Sex-role stereotypes: A current appraisal. Journal of Social Issues, 28, 59-78.

Burrow, M.G. (1978). Developing women managers: What needs to be done? (An AMA Survey Report). New York: AMA Com.

Campbell, D.D. (1984). The new majority: adult learners in the university. Edmonton: The University of Alberta Press.

Collett, D.S., Deane, A.K., Kendal, G.D., & Brooks, T. (1983). Catalogue of adult basic skills. Edmonton: University of Alberta.

Cropley, A.J., & Dave, R.H. (1978). Lifelong education and the training of teachers: Advances in lifelong education. Toronto: Pergamon Press.

Deane, A.K., & Manuel, D. (1977). CAP system: A Five phase system for development of competency oriented training programs. Adult Training, 2(4), 30-37. Canada Manpower and Immigration.

Diesearch, D. (1977). Family life education in Canadian schools. Toronto: Canadian Educational Association.

Edmonton Journal. (21 May 1988). The numbers say the gender gaps are narrowing. p. C1.

Elkin, F. (1971). Report of the family life education survey part II: Family life education in the schools. Ottawa: The Vanier Institute of the Family.

Employment and Immigration Canada. (1983). Learning a living in Canada. Report to the Minister of Employment and Immigration Canada by the Skill Development Leave Task Force. Ottawa.

Fernberger, S.W. (1948). Persistence of stereotypes concerning sex differences. Journal of Abnormal Psychology, 43, 97-101.

Frieze, I.H., Parsons, J.E., Johnson, R.B., Ruble, D.N., & Zellman, G.L. (1978). Women and sex roles: A social psychological perspective. New York: Norton.

Fullan, M. (1982). The meaning of educational change. Ontario: OISE Press.

Gordon, F.E., & Strober, M.H. (Eds.). (1975). Bringing women into management. New York: McGraw-Hill.

Helmreich, R.L., Spence, J.T., and Holahan, C.K. (1979). Psychological androgyny and sex-role flexibility: A test of two hypotheses. Journal of Personality and Social Psychology, 37, 1631-1644.

Herold, E.S., & Way, L. (1983). Oral-genital behaviour in a sample of university females. Journal of Sex Research, 19, 327-338.

Hirsch, P. (1976). Public policy toward TV: mass media and education in American society. School Review, 85, 481-512.

Hoffman, D.M., & Fidell, L.S. (1979). Characteristics of androgynous, undifferentiated, masculine and feminine middle-class women. Sex Roles, 5, 765-781.

Hostler, J. (1981). The arms of adult education. Dorset: Manchester Monographs.

Jewell, D.O. (Ed.). (1977). Women and management: an expanding role. Atlanta, GA: Publishing Services Division, School of Business Administration, Georgia State University.

Knowles, Malcolm, S. (1978). The adult learner: A neglected species. Houston: Gulf Publishing Co.

Knowles, Malcolm, S. (1980). The modern practice of adult education. Chicago: Associated Press.

Lawson, R.J. (1984). Computers and adult learning in home economics. Journal of the Home Economics Association of Australia, 2. 2-11.

Liska, A.E. (1975). The consistency controversy: Readings on the impact of attitude on behaviour. Toronto: Wiley and Sons.

Little, D. (1981). Understanding the adult as learner. In Introduction to teaching adults. Ed. UBC Centre for Continuing Education. Vancouver: UBC.

Long, H.B. (1983). Adult and continuing education - Responding to change. New York: Teachers College Press.

Lord, R. (1977 February 8). Alberta's top of class in part-time education. The Edmonton Journal, p. C-1.

McNamara, R. (1977 April 27). "Address to the Massachusetts Institute of Technology." Published by the World Bank.

Moore, G.W. (1983). Developing and evaluating educational research. Toronto: Little, Brown and Company (Canada) Limited.

Nolte, J. (1984). Sex education in Canadian classrooms. Tellus: Journal of Planned Parenthood Federation of Canada, 5(3), 13-17.

Norusis, M.J. (1983). SPSSX introductory statistics guide. Chicago, Illinois: McGraw-Hill.

O'Leary, V.E. (1974). Some attitudinal barriers to occupational aspirations in women. Psychological Bulletin, 81, 809-826.

Prather, J. (1971). Why can't women be more like men. American Behavioural Scientist, 15, 172, 182.

Putnam, L., & Heinen, J.S. (1978). Women in management: The fallacy of the trait approach. In B.A. Stead (Ed.), Women in management. Englewood Cliffs, NJ: Prentice-Hall, 249-257. (Reprinted from MSU Business Topics, Summer 1976, 47-53.)

Schein, V.E. (1977). Think manager - think male. In D.O. Jewell (Ed.), Women and management: An expanding role. Atlanta, GA: Publishing Services Division, School of Business Administration, Georgia State University. (Reprinted from Atlanta Economic Review, March-April 1976, 21-24.)

Sheek, G.W. (1984). A nation for families: Family life education in public schools. Washington: American Home Economics Association.

Spady, W.G. (1977 January). Competency based education: A bandwagon in search of a definition. Educational Researcher, pp. 9-14.

Spence, J.T., Helmreich, R.L., & Stapp, J. (1975). Ratings of self and peers on sex-role attributes and their relation to self-esteem and conceptions of masculinity and femininity. Journal of Personality and Social Psychology, 32, 29-39.

Stead, B.A. (Ed.). (1978). Women in management. Englewood Cliffs, NJ: Prentice-Hall.

Stearns, Peter N. (1979). Be a man! Males in modern society. New York: Holmes and Meier.

Taylor, P. (1980). The C B reader: a guide to understanding the competency-based adult education movement. New Jersey: Montclair State College.

Terborg, J.R. (1977). Women in management: A research review. Journal of Applied Psychology, 62, 647-664.

Unger, Rhoda K. (1979). Female and male: Psychological perspectives. New York: Harper and Row.

APPENDIX A

RESPONDENT DATA SHEET

R E S P O N D E N T D A T A S H E-E T

Step-by-Step Instructions

DATE

1. Record the date of the initial telephone contact with each respondent who agrees to participate in the research project.

NAME
ADDRESS
TEL. NO.

2. Please PRINT all information legibly and accurately. Names must be correctly spelled, and addresses must be complete with postal code and apt. no. (if applicable). It is on the basis of this information that an address label and personalized letter for the respondent will be prepared. Problems with accuracy and/or legibility could prevent package delivery or delay it past the scheduled interview date, and could make re-contact difficult or impossible.

DIRECTIONS

3. For your own convenience, record any information that might help you locate the respondent's residence and/or scheduled interview location.

AGE CATEGORY
SEX
EDUCATION
OCCUPATION

4. This rough demographic information aids the research office in pre-screening respondents. While it is not crucial for us to know and should not be pursued if the respondent is reluctant, it can help us assess and adjust our respondent selection process on an ongoing basis.

INTERVIEW SCHEDULED FOR

5. Record the mutually arranged interview date and time. This appointment should be scheduled at least 10 days after the telephone contact to allow the research office sufficient time to prepare and deliver a respondent package, and to allow the respondent adequate time to complete the PROFILE. It is a good idea to mention to the respondent during the initial telephone contact that ideally the PROFILE should be completed before the interview, not at the time of the interview.

INTERVIEW VERIFIED	6. It is an even better idea to telephone the respondent a day or so before the interview to confirm: a) that the respondent package has been received; b) that the PROFILE has been completed; and c) that the respondent will be available for the scheduled interview (or to reschedule if necessary). While verification is not essential from the standpoint of the research office, it is a good idea and could save you both travel time and/or time at the interview.
INTERVIEW OCCURRED	7. Regardless of when the interview was scheduled, record the date when it actually occurred.
PKGE. MAILED PKGE. RETURNED COMMENTS RESPONDENT NO.	8. This section is for research office use only.
INTERVIEWER SUPERVISOR	9. Record your name and your supervisor's name. That way, if a problem or question arises with any respondent, the research office will know who to contact for information.

RESPONDENT DATA SHEET

(Please print and verify carefully)

Name: Mr / Mrs / Ms _____ Date: J, F, _____

Address: Apt./ Bldg. No._____ Tel. No. 4___ - _____
Street _____
Postal Code _____
Directions: _____

Age category: 20-30 _____ 51-60 _____ Sex: M F
31-40 _____ over 60 _____
41-50 _____

Education: El. _____ College _____ Occupation: _____
Jr. _____ Univ. _____
Sr. _____ Training _____

Interview Scheduled for: J, F, _____ Int. verified: J, F, _____
(Allow 10 days from date of call) Time _____ a.m. _____ p.m. (Profile completed)
Int. occured: J, F, _____

Package mailed: J, F, _____ Respondent No. _____

Package returned: J, F, _____

Comments: _____

_____

Interviewer : _____ Supervisor: _____

APPENDIX B

INTRODUCTORY LETTER

The University of Alberta
DEPARTMENT OF INDUSTRIAL AND VOCATIONAL EDUCATION

ADULT BASIC SKILLS PROJECT

October 24, 1986

Ms. Emmy
Ave.
EDMONTON, Alberta
T6C 1T5

Dear Ms.

Greetings, and welcome to our Adult Basic Skills research project. We would like to thank you for agreeing to participate in our study and provide you with a brief background to this work. By completing our questionnaire, you are helping us assess the value of past research efforts as well as providing direction for our future work. Your opinion is of great value to us.

The project had its origins in 1981 and since then several hundred people from throughout Alberta have helped us to identify the Adult Basic Skills. These persons have found their involvement in the research to identify skills needed by adult Albertans an interesting and often personally helpful experience. Identifying the skills for the Profile and Catalogue often helped them learn more about themselves. As you assist us in continuing our research we feel you will find value in your participation.

Our current research project consists of two components. The first of these involves the completion of the "PROFILE OF ADULT BASIC SKILLS" included in this package; the second segment requires a brief in-person interview in your home. Your task is to complete the Profile, and within a few days of receiving the package, you will be contacted to arrange a mutually convenient time for our interviewer to meet with you, collect your completed questionnaire, and gather some further information from you. Complete instructions concerning your immediate task are included on the green "STEP BY STEP INSTRUCTIONS" sheet accompanying this package.

Please be assured that any information you provide will be kept strictly confidential. If you have any questions or concerns about the completion of the questionnaire or any other aspect of the study, please feel free to contact our research office at 432-4792. We welcome your comments. We anticipate that our research findings will be available in the spring and we would be pleased to share them with you. Again, thank you for your co-operation in participating in this study. We appreciate your time and effort in helping us advance our research.

Sincerely,

Arthur K. Deane

Associate Professor, Faculty of Education
ABS Research Director

APPENDIX C

A PROFILE OF ADULT BASIC SKILLS

BLANK PAGE

APPENDIX D

CATALOGUE OF ADULT BASIC SKILLS

CATALOGUE OF

ADULT BASIC SKILLS

This catalogue is yours to keep

82

INTRODUCTION TO THE CATALOGUE

At first glance, this catalogue may appear somewhat confusing, but it is basically a simple reference tool pro
your convenience. Please refer to this document when the meaning of any skill area (that is, any box on the Profile) is
you in any way.

To demonstrate its use and help familiarize you with the document, let's examine a specific skill and use the Cat
better understand it.

Let us imagine that we are working within the larger skill area entitled "CATEGORY B" EARNING A LIVING. Specif
are looking at the skill area (the box on the Profile) labelled B-4 FIND, APPLY FOR, AND GET A JOB.

To better understand this skill, we would turn to Page 4 of the Catalogue, in the left-hand column where we v
the following information:

B 4	**Find, Apply For, and Get a Job**
B 4 A	**Conduct a Job Search**
B 4 A 1	Identify Employment Opportunities
B 4 A 2	Identify Job Characteristics and Job Requirements
B 4 A 3	Select Possible Employers
B 4 B	**Apply for Job**
B 4 B 1	Contact Potential Employers
B 4 B 2	Prepare Resume
B 4 B 3	Maintain Diary of Job Applications
B 4 C	**Conduct Interview**
B 4 C 1	Plan for the Interview
B 4 C 2	Prepare Questions to Ask at the Interview
B 4 C 3	Demonstrate Appropriate Appearance and Deportment in the Interview
B 4 C 4	Promote Personal Strengths in Interview
B 4 D	**Conduct Post Interview Follow Up**
B 4 D 1	Deal with Job Offer
B 4 D 2	Deal with Refusal of Position

From this information, we would now know that the skill labelled FIND, APPLY FOR, AND GET A JOB consists of 4 sub-skills

(A) Conduct a Job Search
(B) Apply for Job
(C) Conduct Interview
(D) Conduct Post Interview Follow Up

Further, we would also know that each sub-skill consists of several specific skills. For example, sub-skill (A) Conduct a Job Search consists of 3 specific skills

(A1) Identify Employment Opportunities
(A2) Identify Job Characteristics and Job Requirements
(A3) Select Possible Employers

Similarly, sub-skills (B), (C), and (D) can be further analyzed in terms of ther specific skills.

Every skill on the Profile is listed in the catalogue and a breakdown of sub-skills and specific skills is provided. Hopefully this information will afford a better understanding of the skill area in question, and will permit you to more thoughtfully assess the importance of each skill.

Remember, help is available by telephoning 432-4792 if for any reason the catalogue fails to address all your concerns. Please feel free to contact our office should you find any of your questions unanswered.

Arthur K. Deane

Associate Professor, Faculty of Education
ABS Research Director

CATEGORY A "PROTECT/MAINTAIN HEALTH & SAFETY OF OTHERS"

A 1 Practice Personal Hygiene

A 1 A Practice Care and Cleanliness
A 1 A 1 Seek Medical/Dental/Optometric Care when Necessary
A 1 A 2 Be Aware of Personal Waste Disposal Practices
A 1 A 3 Use Clean Clothes

A 1 B Aware of Customs and Etiquette
A 1 B 1 Use Deodorant when Required
A 1 B 2 Instruct/Assist Family Members with Regard to Personal Hygiene
A 1 B 3 Remove Body Hair when Necessary
A 1 B 4 Use Appropriate Clothing
A 1 B 5 Use Common Facilities when Available

A 1 C Consumer Awareness
A 1 C 1 Be Aware of Hazardous Personal Products
A 1 C 2 Evaluate Personal Hygiene Products which are Available

---

A 2 Recognize and Act Upon Symptoms of Illness

A 2 A Identify Actual Symptoms of Illness
A 2 A 1 Recognize Physical Changes in the Individual that may Indicate Illness
A 2 A 2 Recognize Unusual Behaviour Actions Displayed by the Individual that may Indicate Illness

A 2 B Take Required Action
A 2 B 1 Provide Appropriate Home Care for an Illness
A 2 B 2 Seek Medical Attention or Advice if Needed
A 2 B 3 Follow Medical Directions given by Doctors
A 2 B 4 Isolate Cause of Illness as Soon as Possible
A 2 B 5 Take Preventive Measures to Ward off Becoming Ill

A 3 Responsibly Use Drugs and/or Alcohol

A 3 A Recognize Difference Between Use and Abuse of Drugs/Alcohol
A 3 A 1 Realize Danger of Combining Drugs/Alcohol
A 3 A 2 Realize Effects of Drugs/Alcohol on Physical/Mental State
A 3 A 3 Understand Danger of Dependency on Alcohol/Drugs
A 3 A 4 Recognize Signs of Abuse of Alcohol/Drugs
A 3 A 5 Understand Danger of Using Other Persons' Prescriptions

A 3 B Recognize Results of Abuse of Alcohol/Drugs
A 3 B 1 Deal with Drug/Alcohol Abuse when Faced with the Problem
A 3 B 2 Gain Information about Drug/Alcohol Abuse
A 3 B 3 Utilize Support Systems for Drug/Alcohol Abuse

A 3 C Recognize Societal Pressures to Use Alcohol/Drugs
A 3 C 1 Recognize Pressure from Media to Use Alcohol/Drugs
A 3 C 2 Recognize Effects of Peer Pressure to Use Alcohol/Drugs
A 3 C 3 Recognize Personal Pressure i.e. stress to Use Alcohol/Drugs

---

A 4 Practice Traffic Safety

A 4 A Learn Traffic Laws
A 4 A 1 Be Aware of/Understand Traffic Signs
A 4 A 2 Understand Reasons for Traffic Laws being Established
A 4 A 3 Be Aware of Consequences of Violating Traffic Laws
A 4 A 4 Abide by Traffic Laws
A 4 A 5 Be Aware of Unwritten Traffic Rules which Sometimes Apply

A 4 B Demonstrate Positive Traffic Attitudes
A 4 B 1 Acknowledge Rights of Other Traffic
A 4 B 2 Be Courteous to Fellow Travellers
A 4 B 3 Practice Pedestrian Safety
A 4 B 4 Assume Personal Responsibility in Traffic

A 4 C Learn to Operate the Vehicle (If You are a Driver or Cyclist)
A 4 C 1 Obtain Valid Driver's License when Necessary
A 4 C 2 Improve Personal Competence in Handling a Vehicle
A 4 C 3 Practice Defensive Driving Habits
A 4 C 4 Operate Vehicle Safely at all Times

A 4 D Recognize Existing Hazardous Environmental Conditions
A 4 D 1 Recognize Unsafe Weather Conditions if they exist
A 4 D 2 Recognize Unsafe Road/Traffic Conditions when they exist
A 4 D 3 Assess Information about Road/Weather Conditions
A 4 D 4 Equip Vehicle Appropriately According to Weather Conditions

A 4 E Recognize Detrimental Personal Conditions When Driving
A 4 E 1 Recognize Personal Responsibility for Vehicle Operation
A 4 E 2 Recognize Personal Fitness or Lack of Fitness for Driving
A 4 E 3 Recognize Personal Activities that Interfere With Safe Operation of Vehicle

A 4 F Maintain Vehicle in Safe Working Order
A 4 F 1 Learn Mechanical Fundamentals of Vehicle
A 4 F 2 Recognize Unsafe Vehicle Conditions which Must be Corrected
A 4 F 3 Practice Regular Vehicle Checkups and Maintenance

A 5 Use Emergency First Aid Techniques

A 5 A Apply First Aid
A 5 A 1 Understand/Follow First Aid Procedures

A 5 B Locate/Maintain Emergency Resources
A 5 B 1 Contact Appropriate Person/Agency to Provide Emergency Service
A 5 B 2 Locate First Aid Supplies and Emergency Equipment
A 5 B 3 Use First Aid and Emergency Equipment

A 5 C Recognize Potential Hazards
A 5 C 1 Be Alert to Potential Safety Hazards
A 5 C 2 Take Measures to Reduce Safety Hazards

A 6 Store and Handle Food Safely

A 6 A Cleanliness
A 6 A 1 Ensure Clean Utensils are Used for Food
A 6 A 2 Practice Personal Hygiene When Handling Food
A 6 A 3 Maintain Clean Storage Areas for Food

A 6 B Storage
A 6 B 1 Know Principles of Proper Food Storage
A 6 B 2 Store Hazardous Chemicals and Food Safely
A 6 B 3 Know Hazards of Bulk Buying of Food

A 6 C Preserving Processes
A 6 C 1 Read and Follow Instructions regarding Preserving of Food
A 6 C 2 Be Aware of Canning, Freezing, Smoking, Pickling, Salting, and Drying Methods for Foods

A 6 D Natural Foods
A 6 D 1 Recognize Edible Foods
A 6 D 2 Recognize Poison Plants Both Domestic and Wild
A 6 D 3 Process Fish, Game, and Fowl

A 6 E Food Safety
A 6 E 1 Recognize Dangerous Food Containers
A 6 E 2 Ensure Proper Preparation of Foods
A 6 E 3 Know Dangers of Improper Handling of Food
A 6 E 4 Check for Properly Functioning Food Appliances
A 6 E 5 Know where to Get Consumer Information on Food
A 6 E 6 Recognize Symptoms and Consequences of Food Poisoning
A 6 E 7 Know Thawing Techniques of Food
A 6 E 8 Avoid Improper Use of Pesticides and Herbicides on or near Food Products
A 6 E 9 Read and Understand Date Stamps etc when Purchasing Food

---

A 7 Assist in the Maintenance of the Health and Safety of the Community

A 7 A Practice Preventive Health Care
A 7 A 1 Acquire Knowledge of Preventive Health Care
A 7 A 2 Maintain Personal Well Being e.g. maintain Mental Balance
A 7 A 3 Access Public Health Clinics

A 7 B Use Sources of Health and Safety Assistance
A 7 B 1 Identify Need for Health Care Help
A 7 B 2 Identify Type of Health Care Help Needed
A 7 B 3 Identify Sources of Health and Safety Assistance
A 7 B 4 Select Appropriate Health Care Service
A 7 B 5 Contact Appropriate Health Care Source
A 7 B 6 Describe Specific Health/Safety Problem
A 7 B 7 Request Appropriate Health/Safety Service
A 7 B 8 Give/Follow Directions Regarding Health/Safety Services

A 7 C Respond to Health and Safety Issues
A 7 C 1 Be Aware of Health and Safety Issues
A 7 C 2 Provide Feedback on Quality of Health Services
A 7 C 3 Offer Assistance for Particular Health and Safety Issues
A 7 C 4 Offer Assistance in Emergency Situations

A 8 Recognize and Act Upon Unsafe Conditions

A 8 A Become Informed About Unsafe Conditions
A 8 A 1 Understand Meaning of Safety Signs
A 8 A 2 Recognize Environmental Hazards
A 8 A 3 Know about Health Hazards
A 8 A 4 Know Consequences of Hazards
A 8 A 5 Anticipate Unsafe Conditions

A 8 B Take Preventive Actions
A 8 B 1 Follow Instructions about Safe Procedures
A 8 B 2 Inform/Educate Others about Possible Hazards
A 8 B 3 Abide by Safety Regulations

A 8 C Take Corrective Action
A 8 C 1 Assess Severity of Safety Problem
A 8 C 2 Decide on Appropriate Action Regarding Safety Hazard when Problem Exists
A 8 C 3 Contact Appropriate Person Agency to Provide Assistance
A 8 C 4 Describe Hazard Related to the Unsafe Conditions
A 8 C 5 Follow Instructions to Cope with the Safety Related Condition
A 8 C 6 Act on Unsafe Condition or Safety Related Emergency within own Capacity

---

A 9 Practice Proper Sanitation

A 9 A Water and Food Sources
A 9 A 1 Be Aware of Primary Contaminants to Water/Food Supplies
A 9 A 2 Be Aware of Water Bylaws and Water Authorities

A 9 B Practice Good Waste and Sewage Disposal Methods
A 9 B 1 Be Aware of Potential Dangers of Wastes to Health
A 9 B 2 Handle Waste Disposal in a Safe Manner
A 9 B 3 Assist in Controlling Community Litter
A 9 B 4 Avoid Pollution of Work Site
A 9 B 5 Consult Authorities and Bylaws about Disposal

A10 Identify and Interpret Safety Symbols

A10 A Identify and Interpret Safety Symbols
A10 A 1 Gain Knowledge about Safety Symbols
A10 A 2 Understand Safety Related Symbols
A10 A 3 Use Appropriate Action when Necessary

CATEGORY B "EARN A LIVING"

B 1 Obtain Knowledge of Occupational Options

B 1 A Identify and Use Sources of Occupational Information
B 1 A 1 Utilize Library in Seeking Occupational Information e.g Canadian Classification and Dictionary of Occupations
B 1 A 2 Talk to People about their Occupations
B 1 A 3 Utilize Media that is Available Concerning Occupational Information
B 1 A 4 Use Resources of Career Centre
B 1 A 5 Observe People in a Work Setting
B 1 A 6 Use Information Regarding Occupational Options Provided by Educational Institutions, Trade Unions, etc.
B 1 A 7 Utilize Volunteer Opportunities and Volunteer Organizations in Seeking Occupational Information
B 1 A 8 Utilize Government Agencies in Seeking Occupational Information

B 1 B Be Aware of Employment Market Demands
B 1 B 1 Survey Projected Employment Market Demands for Occupational Options
B 1 B 2 Survey Current Employment Market Demands for Occupational Options

B 2 Assess Own Occupational Potential

B 2 A Assess Personal Strengths and Limitations
B 2 A 1 Identify Current Educational Level and Current Educational Aptitude
B 2 A 2 Identify Physical Aptitudes i e Manual and Finger Dexterity Motor Coordination
B 2 A 3 Assess Emotional Stability i e. Temperament with Regard to Occupation Potential

B 2 B Assess Situational Strengths and Limitations
B 2 B 1 Assess Economic Status with Regard to Occupation Potential
B 2 B 2 Assess Family Status with Regard to Occupational Potential
B 2 B 3 Recognize Importance of Prior Work Experience

B 2 C Identify Value System
B 2 C 1 Assess Personal, Economic, and Social Values with Respect to Entering an Occupation

B 2 D Identify Personal Interests
B 2 D 1 Review Past Work Experience
B 2 D 2 Identify Likes and Dislikes
B 2 D 3 Take Interest Test
B 2 D 4 Discuss Interests with Counsellor

B 3 Acquire Marketable Skills

B 3 A Identify and Consider Skills to Be Acquired
B 3 A 1 Identify Skills to Be Acquired
B 3 A 2 Consider Marketability of Skills
B 3 A 3 Consider Economic/Time Constraints in Acquiring Skill
B 3 A 4 Seek Occupational Counselling Related to Skill Requirements

B 3 B Assess Skill Requirements
B 3 B 1 Identify Educational Requirements Related to Job Skills
B 3 B 2 Identify Training Requirements Related to Job Skills
B 3 B 3 Consider Necessary Aptitudes Related to Job Skills

B 3 C Undertake Educational Program
B 3 C 1 Qualify and Enrol in Post Secondary Preparation
B 3 C 2 Seek Part Time Employment
B 3 C 3 Upgrade Skills Required for Part-time Employment
B 3 C 4 Enrol in Extension or Continuing Education Programs

B 3 D Undertake Training Program
B 3 D 1 Qualify and Enrol in Government Sponsored Programs e g Opportunity Corps, Manpower Programs
B 3 D 2 Learn Job Skills through Individual Efforts
B 3 D 3 Qualify and Enrol in Apprenticeship Program
B 3 D 4 Apply for on the Job Training

B 4	Find, Apply for, and Get a Job
B 4 A	Conduct a Job Search
B 4 A 1	Identify Employment Opportunities
B 4 A 2	Identify Job Characteristics and Job Requirements
B 4 A 3	Select Possible Employers
B 4 B	Apply for Job
B 4 B 1	Contact Potential Employers
B 4 B 2	Prepare Resume
B 4 B 3	Maintain Diary of Job Applications
B 4 C	Conduct Interview
B 4 C 1	Plan for the Interview
B 4 C 2	Prepare Questions to Ask at the Interview
B 4 C 3	Demonstrate Appropriate Appearance and Deportment in the Interview
B 4 C 4	Promote Personal Strengths in Interview
B 4 D	Conduct Post Interview Follow Up
B 4 D 1	Deal with Job Offer
B 4 D 2	Deal with Refusal of Position
B 5	Keep a Job (Meet Job Requirements)
B 5 A	Know Job Requirements
B 5 A 1	Know Job Limitations
B 5 A 2	Seek Clarification of Job Requirements/Limitations
B 5 A 3	Respond to Directions Given on the Job
B 5 A 4	Understand/Protect Individual Rights Related to Job
B 5 A 5	Meet Health/Safety Requirements of Workplace
B 5 B	Perform the Job
B 5 B 1	Establish Task Priorities of Job
B 5 B 2	Establish Time Priorities of Job
B 5 B 3	Establish Direction for Job, If Self Employed
B 5 B 4	Follow Directions on Job
B 5 B 5	Give Directions on Job When Necessary
B 5 B 6	Fulfill Personal Share of Workload
B 5 B 7	Respond to Feedback Concerning Job Performance
B 5 B 8	Adapt to Changes in Job
B 5 C	Demonstrate Responsible Work Habits
B 5 C 1	Dress for Job Appropriately
B 5 C 2	Adhere to Work/Time Schedules
B 5 C 3	Practice Personal Hygiene at work site
B 5 C 4	Show Consideration for Co-workers
B 5 C	Prevent Job "Burnout"
B 5 C 1	Determine Limitations of Personal Job Stress
B 5 C 2	Determine Personal Suitability to Job
B 5 C 3	Deal with Stress on Job
B 5 C 4	Develop Interests Outside of Job
B 5 D	Have a Positive Attitude
B 5 D 1	Have Pride in Job
B 5 D 2	Seek Satisfaction from Job
B 5 D 3	Cooperate with Others in Work Place
B 5 D 4	Motivate Self to Improve Job Performance
B 5 E	Communicate With Co-workers
B 5 E 1	Communicate Personal Objectives to Co-workers
B 5 E 2	Communicate Job Needs with Co-workers
B 5 E 3	Clarify Directions with Co-workers Related to Job
B 5 E 4	Use and Apply Interpersonal Skills in Dealing with Co-workers
B 5 F	Adjust Personal Life
B 5 F 1	Adjust Family Needs in Accordance With Job
B 5 F 2	Adjust Housing in Accordance With Job
B 5 F 3	Maintain Mental and Physical Health in Order to Keep Job
B 6	Determine If Job Meets Personal Expectations and Responsibilities
B 6 A	Identify and Understand Needs
B 6 A 1	Clarify Personal Needs of Job
B 6 A 2	Clarify Economic Needs of Job
B 6 A 3	Clarify Social Needs of Job
B 6 A 4	Prioritize Personal Needs, Economic Needs, and Social Needs of Job
B 6 B	Evaluate Job in Light of Needs
B 6 B 1	Decide If Personal Needs are Met
B 6 B 2	Decide If Social Needs are Met
B 6 B 3	Decide If Economic Needs are Met
B 7	Identify with Needs/Roles of Others in Relation to Job
B 7 A	Determine Needs/Motivation of Others Internal/External to the Organization
B 7 A 1	Interpret Body Language
B 7 A 2	Understand the Different Effects of Formal/Informal Communications
B 7 A 3	Understand the Influence of Formal/Informal Relationships
B 7 A 4	Know that Others have Limitations with Respect to Modes of Communication
B 7 A 5	Listen Actively
B 7 A 6	Speak Carefully
B 7 A 7	Seek/Clarify Views of Others

B 7 B	Determine Roles of Others
B 7 B 1	Read/Understand Job Related Charts and Job Related Documents
B 7 B 2	Distinguish Between Formal and Informal Roles
B 7 B 3	Understand Responsibilities/Duties of Others
B 7 B 4	Identify Outside Influences which Affect Roles
B 7 C	Relate the Needs/Roles of Others with Your Own Needs/Roles
B 7 C 1	Relate the Needs/Roles of Others with Your Own Needs/Roles

---

B 8	Plan and Manage Occupational Advancement/Development
B 8 A	Assess Consequences of Advancement
B 8 A 1	Determine Effects of Job Advancement on Personal Life
B 8 A 2	Cope with Additional Job Responsibility
B 8 A 3	Determine Compatability of Skills With New Job
B 8 A 4	Deal with Changing Personal Relationships Within New Job
B 8 B	Decide on Occupational Alternatives
B 8 B 1	Gather Information Relevant to Job Advancement
B 8 B 2	Analyze Data Regarding Job Skills Effectively
B 8 B 3	Match Skills and Expectations to Job Requirements
B 8 B 4	Survey Current Employment Market Demands with Potential for Advancement
B 8 B 5	Develop Plan of Action for Advancement or Career Shift
B 8 B 6	Capitalize on Opportunities for Job Advancement
B 8 C	Assess Marketable Skills
B 8 C 1	Assess Need for Re-training
B 8 C 2	Determine Probability of Success in New Career
B 8 C 3	Survey Current Employment Market Demands for Occupational Alternatives
B 8 C 4	Determine Feasibility of Re-training
B 8 D	Further Growth and Development
B 8 D 1	Identify New Job Requirements
B 8 D 2	Broaden Expertise in Accordance With New Job Requirements
B 8 D 3	Develop Positive Self concept with Regard to Job
B 8 D 4	Gain Confidence in Ability to Accept Added Job Responsibility
B 8 D 5	Use and Apply Interpersonal Skills to Enhance Occupational Development
B 8 D 6	Market Self to Take Advantage of Advancement or Career Change Opportunities
B 8 E	Make Long Range Plans
B 8 E 1	Seek Additional Information for Making Long Range Career Plans
B 8 E 2	Identify Long Range Career Goals/Aims/Ambitions
B 8 E 3	Explore Opportunities for Further Education
B 8 E 4	Acquire Additional Job Related Experience
B 8 E 5	Evaluate Appropriateness of Long Range Career Plans
B 8 E 6	Confirm/Modify Long Range Career Goals

B 9	Understand the Deduction and the Benefit Packages Available
B 9 A	Understand Where to Get Information and Advice
B 9 A 1	Understand How to Obtain Information on Rights Regarding Occupational Deductions and Benefits
B 9 A 2	Know Main Theme of Alberta Labour Act
B 9 B	Have Knowledge of Compulsory Deductions/Benefits Plans
B 9 B 1	Identify Employment Deductions and Benefits Established by Legislation
B 9 B 2	Identify Employment Deductions and Benefits Established by Contracts
B 9 C	Have Knowledge of Voluntary Deduction/Benefits Plans
B 9 C 1	Be Aware of Benefits of Voluntary Insurance Plans
B 9 C 2	Be Aware of Benefits of Voluntary Saving Plans
B 9 C 3	Be Aware of Benefits of Miscellaneous Services
B 9 C 4	Be Aware of Opportunity to Contribute to Charities and Social Funds
B 9 D	Have Knowledge of Benefits Available At No Cost to Employees
B 9 D 1	Be Aware of Free Employee Benefits Available by Legislation
B 9 D 2	Be Aware of Free Employee Benefits Provided by Contracts

---

B10	Participate in Appropriate Job Related Affiliations and Organizations
B10 A	Evaluate Job Related Affiliations and Organizations
B10 A 1	Know Different Types of Job related Organizations/Affiliations
B10 A 2	Know Purpose and Need for Each Job Related Organization/Affiliation
B10 A 3	Identify Structure of Each Organization/Affiliation
B10 B	Evaluate Personal Participation within Organization
B10 B 1	Identify Benefits (Personal, Social, and Professional) to be Gained from Organizational/Affiliations
B10 B 3	Consider Disadvantages of Participation in Organizations/Affiliations
B10 C	Know Responsibilities of Membership
B10 C 1	Know/Practice General Organizational Procedures of Organizations/Affiliations
B10 C 2	Apply Interpersonal Skills in Dealing with Organizations/Affiliations
B10 C 3	Practice Loyalty and Responsibility to Organizations/Affiliations

---

B11 Plan and Manage Retirement

B11 A Assess Consequences of Change
B11 A 1 Adjust Lifestyle as Necessary
B11 A 2 Manage Finances for Family
B11 A 3 Manage Time Effectively in Personal Life
B11 A 4 Determine Degree of Change to Lifestyle
B11 A 5 Maintain Positive Self Image during Retirement
B11 A 6 Adjust Interpersonal Relationships that Accompany Retirement

B11 B Determine Avocational Interests
B11 B 1 Explore Available Avocational Activities/Areas
B11 B 2 Utilize Available Community Resources to Determine Avocational Interests
B11 B 3 Match Avocational Interests with Resources in Community
B11 B 4 Consider Marketability of Avocational Interests

CATEGORY C "MANAGE HOME AND FAMILY RESPONSIBILITIES"

C 1 Plan and Prepare Nutritious Meals

C 1 A Nutritional Rules
C 1 A 1 Know Effects of Good/Poor Nutrition
C 1 A 2 Learn Nutritional Components of Foods
C 1 A 3 Know Types and Quantity of Food that Contribute to a Balanced Diet
C 1 A 4 Be Aware of Sources of Nutritional Advice
C 1 A 5 Apply Food Rules within the Context of the Individual's Culture, Values, etc.

C 1 B Use Organized Planning in Meal Preparation
C 1 B 1 Know Sources and Variety of Locally Available Foods
C 1 B 2 Plan Possible Menus that Can be Used
C 1 B 3 Shop for Food/Groceries as a Wise and Informed Consumer
C 1 B 4 Store Food When Necessary

C 1 C Preparing Foods
C 1 C 1 Use Kitchen Appliances Correctly and Safely
C 1 C 2 Interpret and Follow Recipes
C 1 C 3 Maintain Standards of Cleanliness with Regard to Food Preparation
C 1 C 4 Prepare Foods Using a Variety of Techniques

C 2 Plan a Family

C 2 A Decide Whether to Bear/Father a Child
C 2 A 1 Consider Implications of Parenthood on Lifestyle
C 2 A 2 Consider Health Effects of Childbirth on Child/Mother
C 2 A 3 Consider Effects of Childbirth on Significant Others
C 2 A 4 Assess Ability to Provide for the Well being of a Child
C 2 A 5 Access Community Resources Related to Parenting, Genetic Counselling, Day Care
C 2 A 6 Accept Full Responsibility for the Decision to Become Parent

C 2 B Decide Whether to Use Birth Control
C 2 B 1 Determine Legal Rights to Use Birth Control
C 2 B 2 Consider Religious, Social, and Cultural Implications of Using Birth Control
C 2 B 3 Investigate Available Options to Using Birth Control
C 2 B 4 Use Appropriate Method of Birth Control

C 3 Parent Effectively

C 3 A Child Development and Behaviour
C 3 A 1 Develop an Understanding of Intellectual Development in the child
C 3 A 2 Develop an Understanding of Spiritual Development in the child
C 3 A 3 Develop an Understanding of Physical Development in the child
C 3 A 4 Develop an Understanding of Emotional Development in the child

C 3 B Communicate
C 3 B 1 Communicate Effectively with Child

C 3 C Provide for Physical Needs of Family
C 3 C 1 Provide Food, Clothing, and Shelter for Family
C 3 C 2 Provide for Health Care needs of Family
C 3 C 3 Provide Materials for Recreation for Family
C 3 C 4 Provide Materials for Education of Family

C 3 D Nurture Loving Relationships
C 3 D 1 Accept One's Self Recognizing Own Needs, Rights, etc
C 3 D 2 Accept Child's Abilities and Inabilities
C 3 D 3 Be Available to the Child
C 3 D 4 Foster Affective Growth in the Child
C 3 D 5 Be a Friend to your Children
C 3 D 6 Discipline Children Effectively

C 3 E Facilitate the Learning of Attitudes, Values, and Culture in Children
C 3 E 1 Develop Sense of Responsibility and Cooperation in the Child
C 3 E 2 Provide Role Models for the Child
C 3 E 3 Develop Sense of Community in the Child

C 3 E 4 Build Self Esteem in the Child
C 3 E 5 Be Adaptable to Change in the Child
C 3 E 6 Assist Child in Setting and Achieving Goals

C 3 F Understand the Process of Family Dynamics
C 3 F 1 Consider Parenting Style
C 3 F 2 Recognize Implications of the Order of Birth for the Child
C 3 F 3 Recognize Implications of Sexual Stereotyping for the Child
C 3 F 4 Recognize Need of Child for Privacy

C 4 Meet the Needs of Spouse

C 4 A Recognize Common Needs of Spouse
C 4 A 1 Provide for Physical Needs of Spouse
C 4 A 2 Provide for Love Needs of Spouse
C 4 A 3 Provide for Esteem Needs of Spouse
C 4 A 4 Provide for Actualization Needs of Spouse
C 4 A 5 Identify Unmet Needs of Spouse if Possible

C 4 B Continue to Provide For Met and Unmet Needs
C 4 B 1 Agree to and Respect Roles of Each Marriage Partner
C 4 B 2 Apply Interpersonal Skills in Dealing with Spouse
C 4 B 3 Encourage Personal Development in Spouse
C 4 B 4 Coordinate Needs of Spouse with Own Needs

C 4 C Cope When Needs Cannot Be Met as Ably as Possible
C 4 C 1 Develop (with Spouse) Alternative Solutions to Problems

---

C 5 Plan a Budget

C 5 A Determine Net Income (Take Home Pay)
C 5 A 1 Identify Gross Income Earned
C 5 A 2 Itemize Deductions from Income
C 5 A 3 Calculate Income Averaging where Appropriate
C 5 A 4 Determine Net Income

C 5 B Identify Expenses Related to Basic Needs
C 5 B 1 Establish Costs for Shelter
C 5 B 2 Estimate Utilities Costs
C 5 B 3 Estimate Food Costs
C 5 B 4 Establish Clothing Expenses
C 5 B 5 Identify Required Working Expenses
C 5 B 6 Establish Payments to Maintain Insurance Coverage

C 5 C Calculate Disposable Income
C 5 C 1 Determine Income Available for Leisure Activity
C 5 C 2 Determine Income Needed for Saving and Investment
C 5 C 3 Consider Charitable Donations

C 5 D Plan For Budget Implementation
C 5 D 1 Determine When to Use Cheques and Cash
C 5 D 2 Know When to Consult Experts with Regard to Budget Implementation
C 5 D 3 Determine if Credit is to Be Used
C 5 D 4 Allow for Inflation Costs

C 6 Implement a Budget: Use Banking Services Effectively

C 6 A Money Management and Recording Service
C 6 A 1 Retain Cancelled Cheques for One Year
C 6 A 2 Pay Bills by Cheque or Cash
C 6 A 3 Be Aware of Potential Problems with Chequing Accounts
C 6 A 4 Complete Bank Deposit Forms and Bank Withdrawal Forms
C 6 A 5 Understand Cash Transactions
C 6 A 6 Reconcile Bank Statements
C 6 A 7 Maintain Bank Record of Transaction
C 6 A 8 Write Cheques e.g. Post dated, Certified, Endorsement

C 6 B Understand Kinds of Saving and Investment Services
C 6 B 1 Be Aware of Types of Savings Accounts Available
C 6 B 2 Know Interest Rates and Payment Dates
C 6 B 3 Be Familiar with Costs of Savings and Investment Services

C 6 C Be Familiar with Credit Services
C 6 C 1 Seek Financial Advice when Necessary
C 6 C 2 Define Overdrafts with Financial Institutions
C 6 C 3 Be Familiar with After Hours Banking Procedures
C 6 C 4 Define Cash Advances (e.g. Credit Cards, Demand Notes)
C 6 C 5 Be Familiar with Loans (e.g. Consumer, Mortgage)

C 6 D Be Aware of Miscellaneous Banking Services
C 6 D 1 Demonstrate Knowledge of Financial Matters
C 6 D 2 Be Aware of Alternate Methods of Financial Transactions

C 6 E Be Aware of Banking Regulations
C 6 E 1 Know Customer's Responsibility in Banking Transactions
C 6 E 2 Be Aware of Bank's Responsibility in Banking Transactions
C 6 E 3 Be Familiar with Forms used by Banks
C 6 E 4 Identify Bank Errors in a Systematic Way
C 6 E 5 Know Limits of Bank Liability and Bank Insurance
C 6 E 6 Understand Legal Accessibility to Bank Accounts and Safety Deposit Boxes

---

C 7 Implement Budget: Use Credit Effectively

C 7 A Determine Need For Credit
C 7 A 1 Re-assess Need for Goods to be Purchased
C 7 A 2 Predict Ability to Make Payments on Purchased Goods

C 7 B Acquire Knowledge of Sources and Types of Credit
C 7 B 1 Identify Types of Consumer Credit

C 7 B 2 Evaluate Types of Consumer Credit
C 7 B 3 Evaluate Sources of Consumer Credit

C 7 C Recognize Costs of "Credit" Buying
C 7 C 1 Calculate Final Price of Goods and Services Including Credit Costs
C 7 C 2 Be Alert to Dangers of Over Extended Buying
C 7 C 3 Distinguish Features of Credit Cards and Credit Systems
C 7 C 4 Understand how Interest Rates Inflate Costs

C 7 D Apply For Credit
C 7 D 1 Qualify for Consumer Credit Requirements
C 7 D 2 Complete Consumer Credit Application Forms

C 7 E Implement Credit
C 7 E 1 Recognize Advantages and Disadvantages of Consumer Credit
C 7 E 2 Recognize and Understand Legal Responsibilities of Credit
C 7 D 3 Use Credit to Purchase Goods and Services
C 7 D 4 Establish and Maintain Good Credit Rating

C 8 Implement Budget: Be Effective in Purchasing Goods and Services (Including Household Effects)

C 8 A Balance Needs With Resources
C 8 A 1 Differentiate Between Needs and Wants with Regard to Goods and Services
C 8 A 2 Determine Available Resources of Goods and Services
C 8 A 3 Balance Needs for Goods and Services with Available Resources
C 8 A 4 Avoid Impulsive Buying

C 8 B Shop Comparatively
C 8 B 1 Compare Prices of Goods and Services
C 8 B 2 Compare Quality of Goods and Services
C 8 B 3 Determine Best Value for Price of Goods and Services
C 8 B 4 Demand Cost Estimate in Writing of Goods and Services

C 8 C Acquire Information Formally and Informally
C 8 C 1 Check with Appropriate Agencies for Consumer Information
C 8 C 2 Utilize Media as Information Source with Regard to Goods and Services
C 8 C 3 Judge Reliability of Supplier of Goods and Services
C 8 C 4 Be Aware of Legal Rights And Obligations as Consumer

C 8 D Evaluate Advertising
C 8 D 1 Separate Fact from Fiction in Advertising of Goods and Services
C 8 D 2 Recognize Advertising Techniques
C 8 D 3 Ignore Superfluous Features of Advertised Items

C 8 E Recognize Sales Practices
C 8 E 1 Recognize High Pressure Sales Tactics
C 8 E 2 Avoid Deceptive Sales Tactics
C 8 E 3 Question Extravagant Sales Claims
C 8 E 4 Appraise Unsolicited Services
C 8 E 5 Evaluate Extent and Validity of Goods and Services Warranty

C 8 F Access Avenues of Redress
C 8 F 1 Direct Consumer Complaints to Appropriate Person or Agency
C 8 F 2 Utilize Telephone in Enquiring for Consumer Information
C 8 F 3 Compose Letters of Complaint with Regard to Goods and Services
C 8 F 4 Return Unsatisfactory Goods for Refund or Exchange
C 8 F 5 Be Aware of Cool-Off Buying Clause

C 9 Obtain/Maintain Accommodation (through Renting, Buying, Building)

C 9 A Assess Need
C 9 A 1 Assess Physiological Needs for Shelter
C 9 A 2 Assess Social and Emotional Needs for Shelter

C 9 B Assess and Inventory Resources
C 9 B 1 Assess Eligibility for All Housing Subsidies
C 9 B 2 Seek Assistance in Finding Housing from Varied Sources
C 9 B 3 Get Advice regarding Financial Arrangements and Subsidies with Regard to accommodation
C 9 B 4 Take Advantage of Services Available in Obtaining Housing

C 9 C Examine and Evaluate Alternatives
C 9 C 1 Understand Legal Rights and Constraints Regarding Accommodation
C 9 C 2 Choose District According to Needs for Accommodation
C 9 C 3 List Available Alternatives for Accommodation
C 9 C 4 Balance Needs /Wants with Resources
C 9 C 5 Inspect Available Accommodation
C 9 C 6 Consider Long range Implications of Choice of Accommodation

C 9 D Make an Informed Choice
C 9 D 1 Know Conditions of Sale of Purchased Accommodation
C 9 D 2 Consider Terms of Rent and Rental Terminology
C 9 D 3 Select from Available Accommodation
C 9 D 4 Submit Offer of Purchase or Lease of Available Accommodation
C 9 D 5 Negotiate Terms of Accommodation to Best Advantage of Self
C 9 D 6 Finalize Transaction of Accommodation Lease/Purchase

C 9 E Assume Responsibility for Maintaining Accommodation
C 9 E 1 Comply with Legal Obligations as Homeowner or Renter
C 9 E 2 Meet Financial Commitments for Mortgage or Rent
C 9 E 3 Provide Regular Maintenance of Accommodation
C 9 E 4 Maintain/Enhance Community Aesthetic Standards of Accommodation

C10 Meet Transportation Needs

C10 A Identify Transportation Needs For Self/Family
C10 A 1 Determine Extent of Travel Required for Business and Personal Needs
C10 A 2 Plan for Changing Needs for Transportation
C10 A 3 Be Aware of Transportation Safety Factors
C10 A 4 Fulfill Legal Requirements Related to Transportation

C10 B Examine Various Modes of Transportation
C10 B 1 Identify Personal Needs and Preferences for Transportation
C10 B 2 Investigate Availability of Transportation
C10 B 3 Compare Costs of Various Modes of Transportation
C10 B 4 Analyze Budget for Transportation
C10 B 5 Match Transport Modes to Needs

C11 Meet Insurance Needs

C11 A Determine Needs of Self/Family
C11 A 1 Identify Insurable Risk Factors for Self/Family
C11 A 2 Match Insurance Coverage with Risk Factors e.g. protect Accomodation
C11 A 3 Develop Awareness of Present/Future Economic Conditions
C11 A 4 Anticipate Cost of Maintaining Life Style

C11 B Understand Different Types of Coverage
C11 B 1 Identify Types of Optional Insurance Coverage
C11 B 2 Identify Statutory Requirements for Insurance Coverage

C11 C Select Appropriate Coverage
C11 C 1 Seek Information Regarding Various Types of Insurance Available
C11 C 2 Shop Comparatively for Insurance Coverage
C11 C 3 Research Credibility of Agent/Company Offering Insurance
C11 C 4 Consider Options of Available Insurance Coverage
C11 C 5 Initiate Insurance Coverage
C11 C 6 Review Insurance Needs Periodically

C12 Plan and Use Leisure Time

C12 A Plan for Leisure Time
C12 A 1 Recognize Importance of Creating Leisure Time
C12 A 2 Establish Need for Creating Leisure Time Activities
C12 A 3 Establish Balance of Leisure and Job Related Activities
C12 A 4 Prepare for Increased Leisure Time in the Future
C12 A 5 Allocate Resources to Provide for Leisure Time Activities

C12 B Consider Constraints on Leisure Time
C12 B 1 Determine Affordability of Leisure Time Activities
C12 B 2 Find Out what Leisure Time Activities are Available
C12 B 3 Assess Physical Attributes Required for Leisure Time Activities
C12 B 4 Ascertain Time Available for Leisure Time Activities

C12 C Establish Personally Appropriate Use of Leisure Time
C12 C 1 Select Meaningful Activities for Leisure Time
C12 C 2 Develop Necessary Skills to Enable Participation in Leisure Time Activities
C12 C 3 Participate in Meaningful Activities for Leisure Time
C12 C 4 Pursue Diverse Leisure Interests

C13 Maintain Records (e.g. Checking Account, Immunization, Health Records)

C13 A Realize Importance of Maintaining Records
C13 A 1 Be Consistent in Maintaining Personal Records
C13 A 2 Understand Consequences of Not Keeping Personal Records
C13 A 3 Be Aware of Benefits of Maintaining Records
C13 A 4 Predict Which Receipts and Documents to Save

C13 B Seek Resources
C13 B 1 Be Aware of Government Requirements for Personal Record Keeping
C13 B 2 Identify Individual Needs Based on Government Requirement for Record Keeping
C13 B 3 Be Aware of Community and Other Resources that Assist with Personal Record Keeping
C13 B 4 Select Appropriate Community Resource to Assist with Personal Record Keeping

C13 C Keep a Record of Pertinent Events
C13 C 1 Classify Information Relating to Pertinent Personal Events
C13 C 2 Establish Personal Priorities For Records Based on Individual Needs
C13 C 3 Categorize Information of Personal Records

C13 D Organize a Record Keeping System
C13 D 1 Choose Appropriate Storage System for Personal Records
C13 D 2 Access Stored Information of Personal Records

C14 Understand, Identify, and Cope With Taxation Process

C14 A Rationale For Taxes
C14 A 1 Understand Why Taxes Must Be Collected
C14 A 2 Understand Various Types of Taxes Assessed

C14 B Understand Federal and Provincial Taxes Income
C14 B 1 Keep Necessary Related Tax Records and Receipts
C14 B 2 File Tax Returns at Time Required
C14 B 3 Know Deduction Categories on Tax Forms
C14 B 4 Be Aware of Installment Payments of Taxes

C14 B 5 Know Where to Get Help with Regard to Taxation Process if Necessary

C14 C Municipal Property Taxes
C14 C 1 Be Aware of Property Tax Assessment
C14 C 2 Be Aware of Mill Rate System Used with Regard to Taxation process
C14 C 3 Distinguish Between Assessment Notice and Tax Notice
C14 C 4 Be Aware of the Effect of Property Improvement on Taxes

---

C15 Manage Mobility (Effect of Moving on Family)

C15 A Evaluate the Need for Mobility
C15 A 1 Apply Decision Making Process in Considering Move

C15 B Choose a New Location
C15 B 1 Consider Community Services and Facilities Available
C15 B 2 Consider Effects of Each New Location on Family and Friends
C15 B 3 Consider Costs Associated With Each Location
C15 B 4 Consider Job Opportunities Presented by Each Location

C15 C Consider Logistics Involved Moving to New Location
C15 C 1 Conclude Present Responsibilities before Moving
C15 C 2 Arrange Personal Move
C15 C 3 Re-establish in New Location

C15 D Consider Effects of Stress from Moving
C15 D 1 Cope with Stress of Making Personal Move
C15 D 2 Consider Alternatives if Relocation Fails
C15 D 3 Deal with Effects of Stress Created by Downward Mobility

---

C16 Develop An Estate Plan

C16 A Manage Personal Assets
C16 A 1 Take Inventory of Assets/Liabilities for Purposes of Estate Planning
C16 A 2 Establish Priorities for the Management of Finances
C16 A 3 Be Aware of Legal and Financial Resource Services
C16 A 4 Choose Appropriate Resources for Assistance with Management of Finances
C16 A 5 Draw Up Estate Management Plan
C16 A 6 Review Estate Management Plan Periodically

C16 B Plan for Distribution of Assets
C16 B 1 Determine Legal Rights Regarding Distribution of Assets
C16 B 2 Provide Valid Will
C16 B 3 Understand Consequences of Not Having a Will
C16 B 4 Coordinate Will with Insurance
C16 B 5 Select Appropriate Executor/Executrix for Will
C16 B 6 Review Will Periodically

CATEGORY D "FUNCTION AS A CITIZEN"

D 1 Understand Purpose of Laws and Effects on Individual

D 1 A Understand the Development Process of Laws
D 1 A 1 Understand Reasons for the Law to be Established
D 1 A 2 Understand Origins of the System of Law
D 1 A 3 Realize that Laws Change

D 1 B Identify the Different Types of Laws
D 1 B 1 Recognize Criminal Laws
D 1 B 2 Recognize Civil Laws
D 1 B 3 Recognize Bylaws

D 1 C Understand the Social and Legal Consequences of the Different Types of Laws
D 1 C 1 Identify Consequences of Criminal Law
D 1 C 2 Identify Consequences of Civil Law
D 1 C 3 Identify Consequences of Bylaws

D 2 Abide by the Law

D 2 A Know the Law
D 2 A 1 Know Relevant Safety Laws
D 2 A 2 Know Relevant Housing Laws
D 2 A 3 Know Relevant Labour Laws
D 2 A 4 Know Relevant Human Rights
D 2 A 5 Know Relevant Traffic Laws
D 2 A 6 Know Relevant Consumer Laws
D 2 A 7 Know Relevant Family Laws

D 2 B Obtain Legal Information
D 2 B 1 Identify Government Agencies as Information Sources of Law
D 2 B 2 Utilize Legal Aid
D 2 B 3 Identify Sources of Information (e.g. RCMP, Library, Bankers, Ombudsmen, Human Rights Commission)
D 2 B 4 Contact/Communicate with Sources of Information

D 2 C Respect the Law
D 2 C 1 Know Social Consequences of Legal Actions
D 2 C 2 Be Aware of Legal Penalties
D 2 C 3 Respect Legal Rights of Others
D 2 C 4 Act Within the Law

D 3 Seek and Use Legal Assistance as Needed

D 3 A Recognize When You Need Legal Assistance
D 3 A 1 Know when Law has Been Broken
D 3 A 2 Know when Personal Rights Have Been Infringed Upon
D 3 A 3 Be Aware of Personal Rights and Responsibilities in Legal Transactions
D 3 A 4 Recognize Situations which Require Legal Efforts

D 3 B Know Which Agencies to Contact for Legal Assistance
D 3 B 1 Identify Government Agencies which may Provide Legal Aid e.g. Social Services
D 3 B 2 Seek Advice from Police Officers
D 3 B 3 Choose Appropriate Lawyer
D 3 B 4 Utilize Small Claims Court when Necessary
D 3 B 5 Consult Non Profit Law Societies

D 3 C Know Your Rights When You Are in Jeopardy
D 3 C 1 Know that a Person is Innocent until Proven Guilty
D 3 C 2 Know Constitutional Rights

D 4 Understand/Exercise Rights, Responsibilities, and Privileges of a Citizen

D 4 A Be Familiar With Rights and Privileges
D 4 A 1 Investigate Information Regarding Rights and Privileges of a Citizen
D 4 A 2 Consider Implications of Exercising Rights and Privileges of a Citizen
D 4 A 3 Choose Degree to Which You Exercise Rights and Privileges of a Citizen

D 4 B Know Extent of Your Responsibilities
D 4 B 1 Investigate Responsibilities required by Local, Provincial, and Federal Laws
D 4 B 2 Be Aware of Acceptable Social Behaviour Expected of Each Citizen
D 4 B 3 Consider Decisions in Light of Personal Beliefs
D 4 B 4 Live with Existing Laws
D 4 B 5 Be Aware of Consequences of Breaking the Laws

D 4 C Accept Responsibility of Citizenship in the Political Process
D 4 C 1 Understand Existing Political Process
D 4 C 2 Develop Awareness of Other Political Systems
D 4 C 3 Participate in Existing Political Process
D 4 C 4 Make Conscientious Political Decisions

D 5 Interpret Current Events

D 5 A Understand Media Distortion
D 5 A 1 Gain Knowledge about Types of Media Distortion
D 5 A 2 Detect Propoganda Techniques Used by Media
D 5 A 3 Understand Media Profit and Political Motivation
D 5 A 4 Evaluate Impact of Media Mode of Delivery
D 5 A 5 Evaluate Point of View and Credibility of Media Source of Information

D 5 B Relate Current Events to Self/Community
D 5 B 1 Become Informed about Current Events
D 5 B 2 Evaluate Personal Point of View on Current Events
D 5 B 3 Speculate on Causes of Current Events
D 5 B 4 Anticipate Possible Effects of Current Events on Self/Community
D 5 B 5 Determine Degree of Relevance of Current Events to Self/Community
D 5 B 6 Decide if any Action is Necessary in Response Current Events

---

D 6 Participate in Community Affairs

D 6 A Provide Support For Community Services
D 6 A 1 Share Expertise with Others in Community
D 6 A 2 Promote Use of Community Services
D 6 A 3 Volunteer Assistance with Community Services

D 6 B Identify Community Issues
D 6 B 1 Determine Personal Response Capabilities to Community Issues
D 6 B 2 Establish Level of Participation in Community Issues
D 6 B 3 Take Appropriate Action Regarding Community Issues
D 6 B 4 Review Results of Action Taken Relating to Community Issues

D 6 C Identify Community Needs
D 6 C 1 Raise Level of Awareness of Self/Others Regarding Community Needs
D 6 C 2 Initiate New Community Projects when Needed
D 6 C 3 Elicit Support for Community Projects

D 7 Utilize Community Resources

D 7 A Identify Individual Need For Resources
D 7 A 1 Identify/Communicate Needs to Appropriate Community Resources

D 7 B Determine Available Resources
D 7 B 1 Use Media to Find Out About Available Community Resources

for a Given Need
D 7 B 2 Select Appropriate Community Resources for a Given Need

D 7 C Make Contact With Agency
D 7 C 1 Identify Sources of Information About Agencies
D 7 C 2 Utilize Appropriate Mode of Communication to Contact Agency
D 7 C 3 Make Commitment to Utilize Available Community Resources

D 7 D Evaluate Usefulness of Resources
D 7 D 1 Provide Feedback about Community Resources
D 7 D 2 Consider Alternative Community Resources

D 8 Assume Responsibility for Individuals with Special Needs

D 8 A Raise Awareness Level of Self Regarding People With Special Needs
D 8 A 1 Gain/seek Additional Information about Individuals with Special Needs
D 8 A 2 Set Example in Dealing with Individuals with Special Needs
D 8 A 3 Meet People with Special Needs
D 8 A 4 Support Public Awareness Programs for Individuals with Special Needs

D 8 B Accept Individual Needs and Differences
D 8 B 1 Be Open Minded to Circumstances Involving Individuals with Special Needs
D 8 B 2 Avoid Stereotyping People With Special Needs
D 8 B 3 Identify Personal Prejudices/Biases/Misconceptions Involving Individuals with Special Needs
D 8 B 4 Deal with Prejudices/Biases Involving Individuals with Special Needs to the Best of One's Ability

D 8 C Identify People With Special Needs
D 8 C 1 Distinguish Needs of Individuals Requiring Attention
D 8 C 2 Initiate Assistance for Individuals with Special Needs by Making Contact i.e. Getting Assistance
D 8 C 3 Continue Interest/Concern for the Individual with Special Needs

D 8 D Help Individuals with Special Needs
D 8 D 1 Determine Agencies that are Available in the Community for Individuals with Special Needs
D 8 D 2 Identify what Resources Can Be Offered for Individuals with Special Needs
D 8 D 3 Identify what Resources are Needed by the Agency for Individuals with Special Needs
D 8 D 4 Contact Agencies for Individuals with Special Needs to Determine Services Available
D 8 D 5 Select Appropriate Agencies With Individuals with Special Needs
D 8 D 6 Determine Realistic Degree of Personal Commitment to Individuals with Special Needs
D 8 D 7 Provide Service/Resource to Individuals with Special Needs

---

CATEGORY E "DEVELOP SELF"

E 1 Motivate Self, Developing a Positive Self Image

E 1 A Be Aware that Action is Necessary
E 1 A 1 Recognize Interpersonal Obligations to Others
E 1 A 2 Recognize Self Fulfillment Opportunities when Presented
E 1 A 3 Accept Responsibility for Things One Can Cope With

E 1 B Set Goals
E 1 B 1 Identify Own Interests and Abilities
E 1 B 2 Consider Appropriate Goal Range for Self e.g. Career Ambitions
E 1 B 3 Recognize and Deal With Obstacles to Achieving Goals
E 1 B 4 Integrate Present Goals with Earlier Accepted Goals
E 1 B 5 Establish Plan of Implementation to Reach Goals
E 1 B 6 Integrate Long and Short Term Goals as Required
E 1 B 7 Evaluate Progress Realistically

E 1 C Accept Feedback From Others
E 1 C 1 Develop Positive Feelings about Others
E 1 C 2 Listen Attentively to Others for Ideas and Information
E 1 C 3 Accept Compliments, Praise, and Encouragement when Given
E 1 C 4 Accept Suggestions, Criticism, and Limitations

E 1 D Recognize One's Own Achievements
E 1 D 1 Establish Period for Personal Reflection
E 1 D 2 List Accomplishments of Past
E 1 D 3 Admit Value of Accomplishment to Self
E 1 D 4 Relate Achievements with Previous Achievements
E 1 D 5 Relate Personal Achievements with Those of Others
E 1 D 6 Reward Self for Achievement

E 1 E Provide For Self Growth through Achievement
E 1 E 1 Realize that Known Limitations of Achievement will Affect Outcomes
E 1 E 2 Suspend Self Doubt when Trying to Achieve
E 1 E 3 Seek Challenging Tasks
E 1 E 4 Seek Stimulation
E 1 E 5 Accept Degree of Risk for Self Growth when Appropriate
E 1 E 6 Develop/Seek Out Support System for Self Growth when Needed
E 1 E 7 Become Involved in Support System for Self Growth of Others
E 1 E 8 Maintain Interests in Daily Living
E 1 E 9 Diversify/Specialize in Areas of Personal Interest
E 1 E10 Consider Changes that may Occur as a Result of Criticism or Circumstance
E 1 E11 Accept One has a Contribution to Make to Society

E 2 Recognize the Need For and the Application of Self Discipline

E 2 A Recognize Need For Self Discipline
E 2 A 1 Clarify Values of Self
E 2 A 2 Be Aware of Results of Actions
E 2 A 3 Review and Reaffirm Decisions

E 2 B Develop and Implement a Plan of Self Discipline
E 2 B 1 Identify Obstacles that Must Be Overcome for Self Discipline
E 2 B 2 Seek Supportive Environment for the Plan of Self Discipline
E 2 B 3 Establish Reward System for Achievement
E 2 B 4 Consider External Assistance to Help Achieve Plan

E 3 Assert Self (Stand Up For What You Believe)

E 3 A Recognition of Assertive Behaviour
E 3 A 1 Recognize Behaviour Regarding Unmet Personal Needs in Self and Others
E 3 A 2 Evaluate Level of Self Assertiveness
E 3 A 3 Recognize Value and Consequences of Assertive Behaviour

E 3 B Application of Assertiveness Techniques
E 3 B 1 Recognize Time and Place for Assertive Behaviour
E 3 B 2 Use Communication Techniques both Verbal and Non Verbal
E 3 B 3 Recognize and Cope with Roles of Self and Others in Relation to Being Assertive
E 3 B 4 Display Image Others Can Respect
E 3 B 5 Develop Intuitive Skills in Dealing with Others

E 4 Responsible and Accountable For Own Actions/Behaviour

E 4 A Identify Significant Behaviours
E 4 A 1 Know Role Expectations Expected by Others

E 4 B Develop Techniques to Help Meet Role Expectations
E 4 B 1 Accept that what has Happened is Past
E 4 B 2 Accept Responsibility for Own Action
E 4 B 3 Re examine Values Periodically
E 4 B 4 Recognize Individual's Control of Thoughts and Feelings
E 4 B 5 Identify Consequences of Proposed Behaviour
E 4 B 6 Accept Consequences of Behaviour
E 4 B 7 Choose Appropriate Behaviour for the Situation
E 4 B 8 Avoid Repeating Counter Productive Behaviour

E 5 Recognize Personal Physical Needs

E 5 A Be Aware of Basic Life Sustaining Needs
E 5 A 1 Know Individual Requirements for Sleep
E 5 A 2 Know Importance of Adequate Food
E 5 A 3 Know Importance of Clean Air and Water
E 5 A 4 Know Importance of Adequate Clothing
E 5 A 5 Know Importance of Adequate Shelter
E 5 A 6 Know Importance of Adequate Sex

E 5 B Be Aware of Preventive Health Care Procedures
E 5 B 1 Know Importance of Cleanliness
E 5 B 2 Know Importance of Maintaining Good Physical Conditioning
E 5 B 3 Know Requirements for Good Nutrition
E 5 B 4 Know and Follow Good Safety Practice, e.g. Pedestrians Safety and Defensive Driving
E 5 B 5 Be Aware of Situations that Might Require Aid

E 5 C Be Aware of Second Level Needs
E 5 C 1 Be Aware of Interdependence of Emotional and Spiritual Needs With Physical Needs
E 5 C 2 Be Aware of Need for Stimulation, Recreation, and Relaxation

---

E 6 Recognize and Maintain Personal Mental Needs

E 6 A Know Basic Mental Needs
E 6 A 1 Know Importance of Mental Activity and Need For Stimulation
E 6 A 2 Know Importance of Mental Rest and Meditation
E 6 A 3 Know Importance of Communicating and Associating With Others
E 6 A 4 Know Importance of Maintaining Mental Balance
E 6 A 5 Know Importance of Providing Opportunity For Creativity

E 6 B Aware of Difficulties Resulting From Unmet Needs
E 6 B 1 Recognize Symptoms Caused as a Result of Unmet Needs
E 6 B 2 Recognize Situations where Mental Problems may Occur
E 6 B 3 Recognize Mental Health Problems

E 6 C Deal With Perceived Unmet Needs
E 6 C 1 Determine If Action is Needed Due to Mental Health Problems
E 6 C 2 Identify Mental Health Needs that Are Unmet
E 6 C 3 Take Steps to Meet Mental Health Needs
E 6 C 4 Seek Help from Others Regarding Mental Health
E 6 C 5 Use Stress Coping Techniques when Necessary

E 7 Recognize and Deal With Emotions

E 7 A Recognize Emotional Needs of Self and Others
E 7 A 1 Recognize Differences in Expression of Emotions

E 7 A 2 Make Use of Support Systems for Help in Meeting Emotional Needs
E 7 A 3 Recognize where Emotional Support to Others is Required

E 7 B Deal With Emotions
E 7 B 1 Identify Emotional Tactics/Techniques Used by Others to Influence/Manipulate
E 7 B 2 Take Appropriate Action to Effectively Deal with Emotions

---

E 8 Recognize Influences of Personal Culture, Tradition, and Customs

E 8 A Develop Self Awareness
E 8 A 1 Recognize Influence of Culture on Behaviour
E 8 A 2 Develop Awareness of Spiritual Beliefs
E 8 A 3 Recognize Influence of Tradition and Customs on Behaviour
E 8 A 4 Develop Personal Pride in Cultural Heritage

E 9 Adapt to Change

E 9 A Accept the Idea of Change
E 9 A 1 Recognize Stress as a Probable Result of Change

E 9 B Identify that Change is Occurring
E 9 B 1 Recognize Indicators that Change is Positive
E 9 B 2 Determine Degree of Change
E 9 B 3 Categorize Types of Lifestyle Change

E 9 C Acquire Relevant Information Regarding Change
E 9 C 1 Clarify All Aspects of Change
E 9 C 2 Speculate on Possible Causes of Change
E 9 C 3 Continue to Refine Possible Causes of Change

E 9 D Develop Strategies to Cope With Change
E 9 D 1 Apply Problem Solving Techniques to Cope With Change
E 9 D 2 Deal with Stress that has Resulted from Change e g Downward Mobility

---

E10 Cope With Crisis Situations

E10 A Cope With Crisis Situations
E10 A 1 Recognize Influence of Emotions on Crisis Situation
E10 A 2 Control One's Emotions
E10 A 3 Make Decisions to Effectively Cope with Crisis
E10 A 4 Apply Problem Solving Techniques to Cope with Crisis

CATEGORY F "RELATE TO OTHERS"

F 1 Acquire Interpersonal Skills

F 1 A Develop Interpersonal Skills
F 1 A 1 Assess Self with Regard to Interpersonal Skills
F 1 A 2 Observe Others Practicing Interpersonal Skills
F 1 A 3 Emulate the Skills of Others When Appropriate
F 1 A 4 Relate to and Benefit From Past Experience with Regard to Interpersonal Skills
F 1 A 5 Use and Apply Structured Study
F 1 A 6 Practice Interpersonal Skills Faithfully

F 2 Recognize Achievement in Others

F 2 A Identify Achievement
F 2 A 1 Value Accomplishment in Others
F 2 A 2 Apply Appropriate Observation Skills toward Achievement in Others
F 2 A 3 Identify Situations where the Recognition of Achievement is Appropriate

F 2 B Show Recognition Appropriately
F 2 B 1 Communicate Effectively with Others Regarding Your Identification of their Achievements
F 2 B 2 Be Sensitive to Appropriateness of the Recognition of Achievement
F 2 B 3 Consider Own Relationship to the Other Person
F 2 B 4 Recognize Achievement in a Manner Which Encourages Future Achievement

---

F 3 Respond to and Help Others

F 3 A Accept Responsibility to Help Others
F 3 A 1 Sacrifice for Others when Necessary
F 3 A 2 Take Appropriate Risks for Others when Necessary

F 3 B Relate to the Physical, Emotional, and Intellectual Needs of Others
F 3 B 1 Recognize Interdependence of Individuals, Community, and Society
F 3 B 2 Identify Needs of Others
F 3 B 3 Respect Varying Needs of Others e g for Self Growth

F 3 B 4 Be Aware of Signs that Needs Are Not Being Met
F 3 B 5 Understand Value of Meeting Needs of Others
F 3 B 6 Respond to Needs of Others

F 3 C Acknowledge the Spiritual Needs of Others
F 3 C 1 Respect Spiritual Beliefs of Others
F 3 C 2 Develop Awareness of Spiritual Beliefs of Self and Others

F 3 D Exercise Judgment in a Situation
F 3 D 1 Decide when Helping is a Hindrance for Another
F 3 D 2 Evaluate Risks in Endeavoring to Help Others
F 3 D 3 Assess Own Abilities Regarding Helping Others
F 3 D 4 Note Difference Between Helping and Taking Over
F 3 D 5 Be Knowledgeable of the Limitations of Helping Others in a Particular Situation

F 3 E Implement Help/Act Appropriately
F 3 E 1 Provide Help in Consideration of the Longer Range Good of Others
F 3 E 2 Respect Confidentiality of Other Party
F 3 E 3 Provide Help Reflecting Respect for the Other Party
F 3 E 4 Redirect Others to More Appropriate Sources of Help When Necessary
F 3 E 5 Provide Emotional Support where Required
F 3 E 6 Help Others to Help Themselves
F 3 E 7 Decide when Help Should be Terminated

F 4 Be Accepting of Other's Positions and Compromise Appropriately

F 4 A Develop Interpersonal Skills Necessary to be Accepting of Decisions
F 4 A 1 Be Receptive to Other's Point of View
F 4 A 2 Attempt to Understand Other's Point of View e.g. values and beliefs
F 4 A 3 Empathize with Others
F 4 A 4 Recognize/Control Emotional Reactions to Other's Decisions
F 4 A 5 Be Secure in One's Own Value System

F 4 B Develop Skills to React to the Decisions of Others
F 4 B 1 Recognize Time and Place to Question Decisions
F 4 B 2 Identify Parameters of Acceptable Decisions
F 4 B 3 Recognize Value of Cooperation
F 4 B 4 Recognize when Compromise is Needed (No Existing Solution is Mutually Agreeable)

F 4 C Apply Skills Needed to Reach a Compromise
F 4 C 1 Create Atmosphere of Trust
F 4 C 2 Determine Parameters within which Compromise Can Occur
F 4 C 3 Explore Alternative Solutions to Reach Compromise
F 4 C 4 Negotiate Mutually Agreeable Solution

F 5 Be Considerate of the Morals and Values of Others

F 5 A Be Considerate of the Morals and Values of Others
F 5 A 1 Be Aware of Values and Morals of Self
F 5 A 2 Be Aware of Values and Morals of Others
F 5 A 3 Compare Similarities and Differences of the Morals and Values of Others
F 5 A 4 Recognize Influence of Morals and Values on Daily Living
F 5 A 5 Apply Appropriate Interpersonal Skills when Dealing With Others

---

F 6 Appreciate Cultural Differences

F 6 A Deal Effectively With Prejudice
F 6 A 1 Acknowledge Own Cultural Prejudices
F 6 A 2 Recognize Cultural Prejudices in Others
F 6 A 3 Recognize Influence of Culture on Behavior
F 6 A 4 Recognize Influence of Morals and Values on Behaviour

F 6 B Encourage Activities for Sharing Other Culture and Maintaining Own Culture
F 6 B 1 Promote Cultural Exchange with Others

CATEGORY G "LEARN HOW TO LEARN"

G 1 Develop Confidence in One's Ability to Learn

G 1 A Develop Confidence in One's Ability to Learn
G 1 A 1 Anticipate Success
G 1 A 2 Capitalize upon Previous Successes
G 1 A 3 Accept a Challenge
G 1 A 4 Accept Encouragement from Others
G 1 A 5 Look to the Example of Respected Others
G 1 A 6 Develop Enthusiasm
G 1 A 7 Develop Curiosity
G 1 A 8 Work at Achieving a Positive Self Image

G 1 B Establish Short Term and Long Term Learning Goals
G 1 B 1 Identify Purpose (while maintaining individuality)
G 1 B 2 State Reasons or Values
G 1 B 3 Recognize Limitations
G 1 B 4 Predict Results
G 1 B 5 Re-evaluate Goals when Necessary
G 1 B 6 Maintain Focus

G 1 B 7 Recognize Results

G 1 C Develop Insight into Own Learning Style
G 1 C 1 State Strongest Sensory Mode
G 1 C 2 Describe Preferred Amount of Personal Control Over Learning
G 1 C 3 State Preferred Frequency of Feedback

G 1 D Accept Responsibility
G 1 D 1 Accept Learning as a Personal Process
G 1 D 2 Accept Teacher as Helper and Resource Person

G 1 D 3 Relate to One's Own Environment (Physical, Cultural, Social)
G 1 D 4 Recognize the Impact of What is Learned on the Environment

---

G 2 Manage Self as Learner

G 2 A Maintain Health of Mind and Body
G 2 A 1 Maintain Emotional Well-Being
G 2 A 2 Cope with Negative Feedback
G 2 A 3 Develop a Feeling of Personal Control
G 2 A 4 Seek a Positive Attitude
G 2 A 5 Develop a Personal Point of View
G 2 A 6 Relate Effects of Good Nutrition and Ability to Learn
G 2 A 7 Relate Effects of Drug and Alcohol on Learning and Recall
G 2 A 8 Allocate Time for Exercise
G 2 A 9 Provide for Personal Rewards

G 2 B Manage Time
G 2 B 1 Focus Study on One Subject at a Time
G 2 B 2 Allocate Time for Rest and Relaxation
G 2 B 3 Take Short Breaks from Study
G 2 B 4 Plan for Regular Home Study
G 2 B 5 Allow Time for Unforeseen Events

G 3 Understand the Learning Environment

G 3 A Utilize the Complete Educational Environment
G 3 A 1 Recognize Availability of Support Services in the School
G 3 A 2 Familiarize Self with School Policies and Regulations
G 3 A 3 Utilize Library/Learning Resource Centre Fully
G 3 A 4 Know Physical Layout of School
G 3 A 5 Identify Transportation Alternatives

G 3 B Create a Home Environment Conducive to Learning
G 3 B 1 Organize a Suitable Time and Place for Study
G 3 B 2 Share Learning Goals with Significant Others
G 3 B 3 Plan, Schedule and/or Share Household and Family Responsibilities

G 3 C Learn to Access Other Learning Resources
G 3 C 1 Recognize Availability of Community Support Services
G 3 C 2 Use Experience of Others
G 3 C 3 Locate/Recognize Potential Consultants
G 3 C 4 Recognize the Limitations of Consultants

G 4 Utilize Various Learning Methods

G 4 A Learn as an Individual
G 4 A 1 Utilize Lectures/Demonstration
G 4 A 2 Utilize Visual Presentations (TV, Film, Graphics, Etc
G 4 A 3 Utilize Printed Materials
G 4 A 4 Utilize Computers
G 4 A 5 Write (Reports, Essays, Exams)

G 4 B Learn as a Member of a Group
G 4 B 1 Utilize Models for Emulation
G 4 B 2 Utilize Group Participation
G 4 B 3 Utilize Role Playing
G 4 B 4 Utilize Peer Tutor Situation
G 4 B 5 Utilize Discussion/Debate
G 4 B 6 Utilize Peer Group Teaching

G 4 C Learn by Doing
G 4 C 1 Utilize Experimental/Hands-On Approach
G 4 C 2 Utilize Field Trips
G 4 C 3 Utilize On-the-Job Training Programs

G 4 D Learn by Self-Direction
G 4 D 1 Plan Own Learning Project
G 4 D 2 Set Objectives or Goals
G 4 D 3 Organize Own Time
G 4 D 4 Prepare Plan of Study/Approach
G 4 D 5 Employ Self-Directed Learning in a Series of Steps
G 4 D 6 Utilize Appropriate Resources
G 4 D 7 Obtain Feedback

G 5 Practical Thinking

G 5 A Apply Creative Thinking
G 5 A 1 Identify and Record Intuitive and Sub-Conscious Though
G 5 A 2 Consider Emotions
G 5 A 3 Brainstorm for Ideas
G 5 A 4 Imagine
G 5 A 5 Look for New Patterns and Relationships
G 5 A 6 Construct Diagram or Model

G 5 B Apply Lateral/Divergent Thinking
G 5 B 1 Generate Alternatives
G 5 B 2 Seek Many Categories
G 5 B 3 Explore Pros and Cons
G 5 B 4 Propose Unconventional Methods
G 5 B 5 Accept Alternatives
G 5 B 6 Discuss and Share Ideas to Get Feedback

G 5 C	Apply Convergent Thinking
G 5 C 1	Project Possible Alternatives
G 5 C 2	Eliminate Inappropriate Ideas
G 5 C 3	Choose a Solution
G 5 D	Apply Critical Thinking
G 5 D 1	Gather Background Information
G 5 D 2	Draw on Past Experience
G 5 D 3	Determine the Relevant Standard
G 5 D 4	Compare Data with Standard
G 5 E	Apply Analytical Thinking
G 5 E 1	Recognize There is a Problem
G 5 E 2	Define the Problem and Establish the Key Points (Components)
G 5 E 3	Make Minor Decisions
G 5 E 4	Construct Categories
G 5 F	Apply Logic/Reason
G 5 F 1	Describe Situation
G 5 F 2	Identify Facets
G 5 F 3	Categorize Relevant and Irrelevant Facts
G 5 F 4	Present Premises
G 5 F 5	Formulate Assumptions
G 5 F 6	Criticize Premises and Assumptions
G 5 F 7	List Probable Conclusions
G 5 F 8	Construct Deductive Arguments
G 5 F 9	Construct Inductive Arguments
G 5 F10	Identify Faulty Logic
G 5 F11	Evaluate Process

G 6	Recall and Apply Data to New Situations
G 6 A	Employ Recall Techniques
G 6 A 1	Apply Rote Technique
G 6 A 2	Apply Mnemonic Techniques
G 6 A 3	Apply Note-Taking Techniques and Methods
G 6 A 4	Apply Review Techniques
G 6 A 5	Associate New Data with Prior Knowledge
G 6 A 6	Apply Concentration Techniques
G 6 A 7	Participate in Competition
G 6 A 8	Apply Spaced and Massed Practice
G 6 B	Apply Knowledge to New Situations
G 6 B 1	Extract Relevant Ideas
G 6 B 2	Compare Old Knowledge to New Situations
G 6 B 3	Study Related Fields
G 6 B 4	Categorize New Knowledge into Appropriate Context
G 6 B 5	Evaluate the Design/Procedure

G 7	Apply Problem Solving Technique to Make Rational & Reasonable Decisions
G 7 A	Identify Problem
G 7 A 1	Recognize Indications that Problems Exist
G 7 A 2	Recognize Need to Make a Decision
G 7 A 3	Determine if Change is Desired
G 7 A 4	Accept Ownership of the Problems
G 7 A 5	Analyze Consequences of Indecision and/or Impulsiveness
G 7 A 6	Accept Associated Risks with Decision Making
G 7 A 7	Question Priorities
G 7 B	Gather/Collect Information
G 7 B 1	Clarify All Aspects of Perceived Situation
G 7 B 2	Determine Factors that may have Contributed to a Problem Situation
G 7 B 3	Access Appropriate Resources for Problem Solving
G 7 B 4	Organize Incoming Information into Meaningful Pattern
G 7 B 5	Prioritize Information
G 7 B 6	Further Define Problem
G 7 C	Establish Parameters for Decision to be Made
G 7 C 1	Examine Constraints of Problem
G 7 C 2	Consider Time Factor as a Constraint in Dealing with Problems
G 7 C 3	Estimate Cost/Resource Factors in Dealing with Problems
G 7 C 4	Calculate Risk Factors in Dealing with Problems
G 7 C 5	Assess Impact of Others on Your Decison
G 7 C 6	Assess Impact of Decision on Others
G 7 C 7	Assess Impact of Circumstances & Conditions on Decisions to be Made
G 7 C 8	Define Absolute Limits on Decision
G 7 D	Generate Alternatives
G 7 D 1	List All Possible Alternatives in Problem Solving
G 7 D 2	Determine if Enough Information has Been Gathered About Problem
G 7 D 3	Consult Others for Additional Ideas on Problem Solving
G 7 D 4	Determine which Wants and Needs have Highest Priority
G 7 E	Evaluate Alternatives
G 7 E 1	Weigh Pros and Cons of Problem Solving Alternatives
G 7 E 2	Consider Criteria & Constraints of Problem Solving Alternatives
G 7 E 3	Speculate Possible Outcomes of Problem Solving Alternatives
G 7 F	Make Decision
G 7 F 1	Select Best Problem Solving Alternative
G 7 F 2	Carry Out Decision re Problem Solving
G 7 F 3	Decide When and How to Evaluate Problems
G 7 G	Evaluate Results of Decisions
G 7 G 1	Reflect on Consequences of Decision
G 7 G 2	Accept Responsibility for Decision
G 7 G 3	Relate Experience to Future Decisions

CATEGORY H "COMMUNICATE"

H 1	Participate in Verbal Communications Including Sign Language
H 1 A	Convey Ideas and Information to Others
H 1 A 1	Use Vocabulary Appropriate to the Topic and Listener

H 1 A 2 Deal with Specific Topic (Ideas and Information)
H 1 A 3 Organize Thoughts Clearly and Concisely
H 1 A 4 Speak so Others Can Hear and Understand
H 1 A 5 Use Appropriate Tone and Inflection
H 1 A 6 Ensure Clarity of Verbal Presentation

H 1 B Receive Ideas and Information through Listening and Comprehension
H 1 B 1 Listen Attentively to Others for Ideas and Information
H 1 B 2 Identify Main Idea and Supporting Details from Verbal Communication
H 1 B 3 Understand Inflections and Tones Used in Verbal Communication
H 1 B 4 Relate Verbal Information to Previous Knowledge and Experiences
H 1 B 5 Draw Inferences from Presented Information
H 1 B 6 Appreciate Innovative Ideas Shared by Speaker
H 1 B 7 Evaluate All Ideas and Information

H 1 C Be an Active Listener
H 1 C 1 Seek Clarification through Paraphrasing Ideas and Information Received
H 1 C 2 Seek Clarification through Asking Questions and Allowing for Responses
H 1 C 3 Provide Feedback to Other's Verbal Communication

H 1 D Utilize Conversational Skills
H 1 D 1 Initiate a Conversation
H 1 D 2 Determine Where Conversation is Leading
H 1 D 3 Decide When to Speak and When to Listen
H 1 D 4 Get Back on Topic with Tact
H 1 D 5 Change Conversation Topics
H 1 D 6 Deal with Opposing Points of View
H 1 D 7 Inspire and Draw Forth Information
H 1 D 8 Accommodate Others within Conversations
H 1 D 9 Terminate a Conversation

H 1 E Understand Barriers and Enhancements to Verbal Communication
H 1 E 1 Understand Effect of Body Language on Communication
H 1 E 2 Understand Need for Variety of Presentations
H 1 E 3 Understand Influence of External Factors
H 1 E 4 Understand Emotional State of Self and Others
H 1 E 5 Understand Relationship Role between Participants

H 2 Recall Ideas and Information

H 2 A Apply a Variety of Techniques to Retain Incoming Information
H 2 A 1 Select Information for Remembering
H 2 A 2 Use Techniques to Organize Information
H 2 A 3 Know Best Learning Modes for Self
H 2 A 4 Apply Appropriate Learning Mode for Self
H 2 A 5 Utilize More than One Sensory Input

H 2 B Use Recall Systems that are Comfortable
H 2 B 1 Relate Associated Ideas/Places to the Present
H 2 B 2 Use Early Review/Repetition of Information Input
H 2 B 3 Apply or Practice Recalling Idea
H 2 B 4 Use Records in Assisting Recall

H 3 Read and Interpret Signs and Labels

H 3 A Recognize Signs and Labels
H 3 A 1 Gain Exposure to Language Signs and Labels
H 3 A 2 Be Aware of Importance of Language Labels
H 3 A 3 Develop Habit of Attending to Language Labels

H 3 B Appreciate Speed of Decoding Labels and Signs Increases with Practice
H 3 B 1 Read Words Commonly Found on Prescriptions, Garments, Foods, etc.

H 3 C Utilize the Information Found in Signs and Labels
H 3 C 1 Realize Purpose of Language Signs and Labels
H 3 C 2 Understand Legal and Safety Implications of Language Signs and Labels
H 3 C 3 Follow Directions given by Language Signs and Labels

H 4 Read for Comprehension

H 4 A Analyze
H 4 A 1 Know Alphabet
H 4 A 2 Sequence Letters
H 4 A 3 Learn Word Identification Skills

H 4 B Attend
H 4 B 1 Develop Own Powers of Concentration
H 4 B 2 Focus on Task at Hand
H 4 B 3 Discriminate Sounds and Symbols
H 4 B 4 Select Cues from Text and Experience

H 4 C Predict Word; Meaning; Outcomes
H 4 C 1 Use Contextual Clues to Predict
H 4 C 2 Recall Information
H 4 C 3 Combine Past Experience with Language
H 4 C 4 Organize and Sequence Words into Sentences
H 4 C 5 Decode Words by Sound and Meaning

H 4 D Associate/Interpret
H 4 D 1 Understand Main Idea
H 4 D 2 Differentiate Between Fact and Fiction When Reading
H 4 D 3 Recognize Relationships and Ideas
H 4 D 4 Discriminate Sounds and Symbols
H 4 D 5 Answer Questions regarding Material Read
H 4 D 6 Draw Inferences from Written Material
H 4 D 7 Ask Relevant Questions when Reading
H 4 D 8 Expand Vocabulary

H 4 E Generalize
H 4 E 1 Draw on Personal Experiences when Reading
H 4 E 2 Make Inferences
H 4 E 3 Relate Parts to New Words

H 4 F Synthesize
H 4 F 1 Summarize Information of Written Material
H 4 F 2 Understand Main Idea of Written Material
H 4 F 3 Evaluate Relevance of Written Material
H 4 F 4 Draw Conclusions from Written Material
H 4 F 5 Interrelate and Compare Ideas of Written Material
H 4 F 6 Extract Information from Written Material
H 4 F 7 Use Recognition Skills and Recall Skills when Reading

---

H 5 Interpret Graphical, Pictorial, and Symbolic Information

H 5 A Recognize Purposes and Uses
H 5 A 1 Be Aware of Purpose of Graphs, Pictorials, and Symbolic Information
H 5 A 2 Identify Types of Graphs

H 5 B Recognize and Interpret Various Components of Information
H 5 B 1 Know Appropriate Symbols for Graphs
H 5 B 2 Recognize Systems and Symbols of Graphs
H 5 B 3 Differentiate Shapes, Patterns, and Colours
H 5 B 4 Read Word and Number Legends
H 5 B 5 Read Scales

H 5 C Synthesize Presented Information
H 5 C 1 Perceive Meaning of Presented Information which utilizes Graphs, Pictorials, and Symbolic Information
H 5 C 2 Identify Relationships and Associations of Information which utilizes Graphs, Pictorials, and Symbolic Informatio
H 5 C 3 Relate (Graphs etc.) to Past Experiences
H 5 C 4 Extract Relevant Information from Graphs, Pictorials, and Symbolic Information

---

H 6 Write to Express an Idea or Convey Information

H 6 A Mechanics of Writing
H 6 A 1 Construct Written Characters
H 6 A 2 Use Grammar Correctly
H 6 A 3 Spell Accurately
H 6 A 4 Punctuate Properly
H 6 A 5 Develop Vocabulary

H 6 B Analyze and Construct Sentences
H 6 B 1 Identify and Use Phrases and Clauses
H 6 B 2 Identify and Use Various Kinds of Sentences
H 6 B 3 Translate Thoughts/Feelings into Appropriate Words
H 6 B 4 Organize and Sequence Words Using Correct Grammatic Rules to Form Sentences

H 6 C Organize and Write a Paragraph
H 6 C 1 Logically Organize and Sequence Ideas Expressed in Grammatically Accurate Sentences
H 6 C 2 Differentiate Relevance from Irrelevance in Sentences
H 6 C 3 Stay on Topic when Writing
H 6 C 4 Include All Necessary Ideas when Writing
H 6 C 5 Eliminate Ambiguities in Writing

H 7 Communicate Using Electro Mechanical Aids

H 7 A Use of the Telephone
H 7 A 1 Use Telephone Directory Effectively
H 7 A 2 Use Good Telephone Procedures and Etiquette

H 7 B Use Mass Media Selectively
H 7 B 1 Use Mass Media Selectively

H 7 C Become Knowledgeable of Rapidly Changing Communication Technology
H 7 C 1 Be Familiar with Communications Technology as Applied to Every Day Life
H 7 C 2 Be Familiar with Communications Technology as it Applies to the Job Employment

---

CATEGORY I "USE MATHEMATICS"

I 1 Perform Basic Mathematical Operations on Whole Numbers

I 1 A Perform Basic Mathematical Operations on Whole Numbers
I 1 A 1 Count
I 1 A 2 Recognize the Number of Objects
I 1 A 3 Write Numbers 0 - 9
I 1 A 4 Identify Place Values
I 1 A 5 Read Whole Numbers
I 1 A 6 Write Whole Numbers
I 1 A 7 Apply Previously Learned Skills to Problem Solving

I 1 B Add Whole Numbers
I 1 B 1 Define Terms Related to Addition
I 1 B 2 Add Single Digit Whole Numbers
I 1 B 3 Round Off Whole Numbers
I 1 B 4 Estimate Sums of Whole Numbers
I 1 B 5 Add Numbers with Two or More Digits
I 1 B 6 Compare Estimates with Actual Sums
I 1 B 7 Apply Previously Learned Skills to Problem Solving

I 1 C Subtract Whole Numbers
I 1 C 1 Define Terms Related to Subtraction

I 1 C 2 Subtract Single Digit Whole Numbers
I 1 C 3 Estimate Whole Number Differences
I 1 C 4 Subtract Numbers with Two or More Digits
I 1 C 5 Compare Estimates with Actual Differences
I 1 C 6 Apply Previously Learned Skills to Problem Solving

I 1 D Multiply Whole Numbers
I 1 D 1 Define Terms Related to Multiplication
I 1 D 2 Multiply Single Digit Whole Numbers
I 1 D 3 Estimate Products
I 1 D 4 Multiply Numbers with Two or More Digits
I 1 D 5 Compare Estimates with Actual Products
I 1 D 6 Apply Previously Learned Skills to Problem Solving

I 1 E Divide Whole Numbers
I 1 E 1 Define Terms Related to Division
I 1 E 2 Divide Single Digit Whole Numbers
I 1 E 3 Divide Numbers with Two or More Digits
I 1 E 4 Check Answer by Multiplication
I 1 E 5 Apply Previously Learned Skills to Problem Solving

I 2 Perform Basic Mathematical Operations on Fractions

I 2 A Demonstrate an Understanding of Common Fractions
I 2 A 1 Explain the Concept of a Fraction
I 2 A 2 Identify Types of Fractions
I 2 A 3 Change Improper Fractions to Mixed Numbers and Vice Versa
I 2 A 4 Change Fractions to Equivalent Fractions in Higher Terms
I 2 A 5 Reduce Fractions
I 2 A 6 Order Fractions
I 2 A 7 Apply Previously Learned Skills to Problem Solving

I 2 B Add Fractions
I 2 B 1 Add Fractions With the Same Denominator
I 2 B 2 Identify Lowest Common Denominator
I 2 B 3 Change Fractions to Equivalent Form
I 2 B 4 Add Fractions with Different Denominators
I 2 B 5 Add Mix Numbers
I 2 B 6 Add Whole Numbers to Proper Fractions and/or Mixed Numbers
I 2 B 7 Apply Previously Learned Skills to Problem Solving

I 2 C Subtract Fractions
I 2 C 1 Subtract Fractions with the Same Denominators
I 2 C 2 Subtract Fractions with Different Denominators
I 2 C 3 Subtract Mixed Numbers with Borrowing
I 2 C 4 Subtract Whole/Mixed Numbers from Whole/Mixed Numbers
I 2 C 5 Apply Previously Learned Skills to Problem Solving

I 2 D Multiply Fractions
I 2 D 1 Multiply Proper Fractions
I 2 D 2 Multiply All Types of Fractions
I 2 D 3 Apply Previously Learned Skills to Problem Solving

I 2 E Divide Fractions
I 2 E 1 Identify Reciprocals
I 2 E 2 Divide Proper Fractions
I 2 E 3 Divide All Types of Fractions
I 2 E 4 Apply Previously Learned Skills to Problem Solving

I 3 Perform Basic Mathematical Operations on Decimals

I 3 A Demonstrate an Understanding of Decimal Fractions
I 3 A 1 Explain the Concept of a Decimal
I 3 A 2 Identify Place Values
I 3 A 3 Convert Decimals to Fractions
I 3 A 4 Read and Write Decimals
I 3 A 5 Compare and Order Decimals
I 3 A 6 Round Off Decimals
I 3 A 7 Apply Previously Learned Skills to Problem Solving

I 3 B Add Decimals
I 3 B 1 Add Decimals
I 3 B 2 Apply Previously Learned Skills to Problem Solving

I 3 C Subtract Decimals
I 3 C 1 Subtract Decimals
I 3 C 2 Apply Previously Learned Skills to Problem Solving

I 3 D Multiply Decimals
I 3 D 1 Multiply Decimals
I 3 D 2 Apply Previously Learned Skills to Problem Solving

I 3 E Divide Decimals
I 3 E 1 Divide Decimals
I 3 E 2 Apply Previously Learned Skills to Problem Solving

I 3 F Change to Decimals
I 3 F 1 Change Fractions to Decimals
I 3 F 2 Change Mixed Numbers to Decimals

I 4 Perform Basic Mathematical Operations on Ratio, Proportion and Percent

I 4 A Demonstrate an Understanding of Ratios
I 4 A 1 Define Ratio
I 4 A 2 Write Ratios
I 4 A 3 Compare Ratios
I 4 A 4 Apply Previously Learned Skills to Problem Solving

I 4 B Demonstrate an Understanding of Proportions
I 4 B 1 Define Proportions
I 4 B 2 Find the Missing Term in a Proportion
I 4 B 3 Apply Previously Learned Skills to Problem Solving

I 4 C Demonstrate an Understanding of Percentages
I 4 C 1 Learn the Meaning of Percent
I 4 C 2 Change a Percent to a Decimal and a Decimal to a Percent
I 4 C 3 Change a Percent to a Fraction and a Fraction to a Percent
I 4 C 4 Apply Previously Learned Skills to Problem Solving

I 4 D	Find Percentages
I 4 D 1	Find a Percent of a Number
I 4 D 2	Find What Percent One Number is of Another
I 4 D 3	Find a Number When a Percent of it is Given
I 4 D 4	Apply Previously Learned Skills to Problem Solving
I 4 E	Demonstrate an Understanding of Simple Interest
I 4 E 1	Define Simple Interest
I 4 E 2	Calculate Simple Interest
I 4 E 3	Apply Previously Learned Skills to Problem Solving
I 5	Perform Basic Time Conversions
I 5 A	Demonstrate an Understanding of the 24 Hour Clock
I 5 A 1	Understand the 24 Hour Clock
I 5 A 2	Apply Previously Learned Skills to Problem Solving
I 5 B	Demonstrate an Understanding of Time Zones
I 5 B 1	Understand Time Zones
I 6	Interpret Charts and Graphs
I 6 A	Demonstrate an Understanding of Interpreting Charts
I 6 A 1	Read Charts
I 6 A 2	Apply Previously Learned Skills to Problem Solving
I 6 B	Demonstrate an Understanding of Interpreting Graphs
I 6 B 1	Read Graphs
I 6 B 2	ApplyPreviously Learned Skills to Problem Solving
I 7	Understand the S.I. System
I 7 A	Demonstrate an Understanding of Metric Linear Units
I 7 A 1	Define Metric Linear Units
I 7 A 2	Estimate the Length of Objects
I 7 A 3	Measure the Length of Objects
I 7 A 4	Convert From One Unit to Another
I 7 A 5	Apply Previously Learned Skills to Problem Solving
I 7 B	Demonstrate an Understanding of Mass
I 7 B 1	Define Mass
I 7 B 2	Estimate the Mass of Objects
I 7 B 3	Measure the Mass of Objects
I 7 B 4	Convert from One Unit to Another
I 7 B 5	Apply Previously Learned Skills to Problem Solving
I 7 C	Demonstrate an Understanding of Capacity
I 7 C 1	Define Capacity
I 7 C 2	Estimate the Capacity of Objects
I 7 C 3	Measure the Capacity of Objects
I 7 C 4	Convert from One Unit to Another
I 7 C 5	Apply Previously Learned Skills to Problem Solving
I 8	Understand Geometric Measurement
I 8 A	Demonstrate an Understanding of Plane Figures
I 8 A 1	Identify Simple Plane Figures
I 8 B	Demonstrate an Understanding of Perimeter
I 8 B 1	Define Perimeter
I 8 B 2	Find the Perimeter of Geometric Figures
I 8 B 3	Apply Previously Learned Skills to Problem Solving
I 8 C	Demonstrate an Understanding of Area
I 8 C 1	Define Area
I 8 C 2	Find the Area of Rectangular Figures
I 8 C 3	Apply Previously Learned Skills to Problem Solving
I 9	Use Calculators
I 9 A	Demonstrate an Understanding of the Use of Calculators
I 9 A 1	Operate Simple Calculators
I 9 A 2	Apply Previously Learned Skills to Problem Solving

APPENDIX E

INSTRUCTION SHEET

STEP BY STEP INSTRUCTIONS

1. Your research package should include the following items: (a) CATALOGUE OF ADULT BASIC SKILLS (b) A PROFILE OF ADULT BASIC SKILLS. Please ensure that you have received these materials.

2. Turn first to the CATALOGUE OF ADULT BASIC SKILLS. This information is provided for your reference only. There is nothing to be completed in this section, but please take some time to familiarize yourself with this reference material. To aid your understanding, an "INTRODUCTION TO THE CATALOGUE" appears in the preface to the catalogue.

3. You are now ready to complete the PROFILE OF ADULT BASIC SKILLS. As the first step, please read the section headed "INSTRUCTIONS" on the Profile. Do this now. As you have read, our study is interested in determining how important you feel each of the identified skill areas (each box on the Profile) is to a normally functioning adult. Please note that we are not concerned with your view of yourself, or in an assessment of you with respect to these skills. We are interested only in <u>your opinion</u> as to the <u>importance of each skill</u> to a normally functioning adult. You will respond on a 5 point scale by circling that answer which best reflects <u>your opinion</u> of the skill or ability under consideration. Please take your time, consider each skill area carefully before you answer, and be sure to respond with one and <u>only one answer</u> to every skill area (every box on the Profile). There are no right or wrong answers, and this is not a test. If you have any difficulties or questions concerning any given skill, please consult the Catalogue for more information and/or feel free to contact our research office. The "Don't Know" response should be selected only when you have no opinion as to the importance of a skill, not when a skill is unclear to you. Telephone help will be available from our research office at 432-4792:

Monday - Friday	8:00 am - 12:00 noon
	1:00 pm - 4:00 pm
	7:00 pm - 9:00 pm
Saturday	10:00 am - 1:00 pm

4. A few days after receiving this package, and after you have completed the Profile, you will be contacted by an interviewer concerning completion of the remainder of the study.

APPENDIX F

INTERVIEWER'S PROFILE QUESTIONS

I09

Respondent No. .....

INTERVIEWER'S PROFILE QUESTIONS

A1. CARDS: Which adjective(s) best describe your experience in completing the Profile portion of this research project? (circle all adjectives selected)

Boring	Easy	Fun
Challenging	Educational	Interesting
Confusing	Frustrating	Uninteresting
Difficult	Other (please specify):	

.....

A2. Did you learn anything about yourself and/or Adult Basic Skills from completing the Profile portion of this project?

..... YES ..... NO

If YES, what did you learn? .....

.....

.....

A3. Would you care to learn more about Adult Basic Skills and/or this research project?

..... YES ..... NO

If YES, what would you like to learn? .....

.....

.....

A4. How long did it take you to complete the Profile? (indicate time and unit of time)

.....

A5. How difficult did you find this task? (circle one number)

-2	-1	0	+1	+2
Very Diff.	Diff.		Easy	Very Easy

A6. As you completed the Profile, what general question did you answer?

--- (Respondent is to paraphrase the research question: i.e. "How important are these skills to a normally functioning adult?")

--- (Interviewer should write down respondent's words as exactly as possible.)

.....

.....

.....

A7. (INTERVIEWER) Are all of the "boxes" on the Profile answered? (scan Profile)

..... YES ..... NO

A8. (INTERVIEWER) Interviewer's overall impression of respondent's reliability on the Profile:

-2	-1	0	+1	+2
Very Unrel.	Unrel.		Rel.	Very Rel.

A9. (INTERVIEWER) Interviewer's recommendation:

..... Accept data ..... Reject data

A10. (INTERVIEWER) General Comments:

.....

.....

.....

Q U E S T I O N N A I R E

Adult Basic Skills Research Project

SKILLS MODEL QUESTIONS

1. The sphere was selected to represent the total set of skills an adult may possess. Do you feel that the sphere is a good symbol or a bad symbol to help you understand the Model? (please circle one number)

-2	-1	0	+1	+2
Very Bad	Bad		Good	Very Good

Please state the reason(s) for your choice:

.....

.....

Is there any other symbol that would have better helped you understand this Model?

.....

.....

2. The cone was selected to represent a set of Adult Basic Skills identified by Albertans in previous research (see the Profile). Do you feel that the cone is a good symbol or a bad symbol to help you understand the Model? (please circle one number)

-2	-1	0	+1	+2
Very Bad	Bad		Good	Very Good

Please state the reason(s) for your choice:

.....

.....

Is there any other symbol that would have better helped you understand this Model?

.....

.....

3. Look at (c) (Adult Basic Skill Clusters) on the Model. Each of the 3 clusters is a group of skill categories that are related to each other. Do you agree or disagree that (c) is a good way to show how the 3 clusters are related? (please circle one number)

-2	-1	0	+1	+2
Strongly Disagree	Disagree		Agree	Strongly Agree

Please state the reason(s) for your choice:

.....

.....

Is there a better way to show how these 3 clusters are related?

.....

.....

4. Look at (d) (Adult Basic Skill Categories) on the Model. Each of the 9 categories is a group of skills that are related to each other. Do you agree or disagree that (d) is a good way to show how the 9 categories are related? (please circle one number)

-2	-1	0	+1	+2
Strongly Disagree	Disagree		Agree	Strongly Agree

Please state the reason(s) for your choice:

.....

.....

Is there a better way to show how these 9 categories are related?

.....

.....

5. Figure (c) shows INTERPERSONAL skills as being the core of the Adult Basic Skills "cone". The core is defined as being in the centre. The INTERPERSONAL skills then, are viewed as central to and supportive of skill development in the FOUNDATION and CONTEXT areas. Do you agree or disagree with the placement of INTERPERSONAL skills at the core or centre of the Model? (please circle one number)

-2	-1	0	+1	+2
Strongly Disagree	Disagree		Agree	Strongly Agree

Please state the reason(s) for your choice:

.....

.....

Is there a better way to show the relationship among these 3 clusters of skills?

.....

.....

6. The large cone at (d) is meant to show the relationship among the 3 clusters. Do you agree or disagree that this large cone is a good way to show how the 3 clusters are related? (please circle one number)

-2	-1	0	+1	+2
Strongly Disagree	Disagree		Agree	Strongly Agree

Please state the reason(s) for your choice:

.....

.....

Is there a better way to depict the relationship among the 3 clusters?

.....

.....

7. Do you agree or disagree that (a) (b) (c) and (d) provide enough information for you to understand the Model? (please circle one number)

-2	-1	0	+1	+2
Strongly Disagree	Disagree		Agree	Strongly Agree

Please state the reason(s) for your choice:

.....

.....

How would you change the Model (parts (a) (b) (c) (d)) to improve understanding?

.....

.....

8. The Profile (e) and exploded views (f) and (g) of the basic skills area "Motivate Self ...." are provided on the Model to help in understanding the catalogue of Adult Basic Skills. (Please answer both questions (a) and (b)).

(a) Do you agree or disagree that (e) (f) and (g) help explain the organization of the catalogue? (please circle one number)

-2	-1	0	+1	+2
Strongly Disagree	Disagree		Agree	Strongly Agree

(b) Do you agree or disagree that (e) (f) and (g) should appear on the Skills Model? (please circle one number)

-2	-1	0	+1	+2
Strongly Disagree	Disagree		Agree	Strongly Agree

9. How do you rate this Model of a cone and a sphere to depict the Adult Basic Skills? (please circle one number)

-2	-1	0	+1	+2
Very Bad Model	Bad		Good	Very Good Model

Can you suggest any other changes which would substantially improve this Model?

.....

.....

.....

DEMOGRAPHIC INFORMATION

(Respondent may refuse to answer any question)

10. Age: .....

11. Sex: ..... Male

..... Female

12. Are you presently:

..... an employee

..... an employer

..... self-employed

..... unemployed

..... retired

..... other (please specify): .....

13. Over the course of your work history, have you usually been:

..... an employee

..... an employer

..... self-employed

..... other (please specify): .....

14. Current occupation:

.....

15. Over the course of your work history, what has been your usual occupation:

.....

16. When you completed the Profile, from what occupational perspective were you answering:

.....

17. What is your level of education (in school years or fractions thereof):

University .....

College, Institute, Vocational School (please specify name of institution):

....

High School .....

Junior High School .....

Elementary School .....

Comments: .....

.....

18. Other Education/Training: (please circle one number)

0	1	2	3	4
Not at all involved				Very involved

Of your Other Education/Training, what percent is in each of the following areas:

....% On-the-Job Training/Job Upgrading

....% Continuing Education (Academic)

....% Recreational/Leisure/General Interest

....% Other (please specify): .....

.....

19. Language/Culture/Ethnicity

a) What is the first language you learned as a child:

.....

b) What is your ethnic origin:

.....

c) What ethnic/cultural group do you feel most closely associated with:

.....

20. Area of Edmonton: (Community name - Interviewer should know the name of the area)

.....

21. Mathematics Education:

All respondents should read and complete PART (A)

PART (A) DEFINITIONS

--- Academic Math Courses
Those courses whose purpose may be to provide a basis for further study in the field of Mathematics (e.g. trigonometry, geometry, algebra, etc.)

--- General (Applied) Math Courses
Those courses whose main purpose is to provide skills for a field other than pure mathematics (e.g. business math, accounting math, vocational math, etc.)

PART (A) QUESTION - Please circle the highest level course(s) completed (with passing marks). Several categories may be checked, if necessary:

Elementary School:	Grade	1	2	3	4	5	6
Junior High School:	Grade	7	8	9			
High School - Academic:	Grade	10	11	12			
- General:	Grade	10	11	12			

If you have no post-secondary mathematics training, please skip to PART (C)

PART (B) DEFINITIONS

--- Junior Level Math Courses
Those courses designed for first or second year college or university students (no matter what year actually taken)

--- Senior Level Math Courses
Those courses designed for third or fourth year college or university students (no matter what year actually taken)

--- Graduate Level Math Courses
University courses designed for programs at the Master's level and above (no matter when actually taken)

PART (B) QUESTION - Please circle the highest level course(s) completed (with passing marks). Several categories may be checked, if necessary:

Technical School, Training Institute, Vocational School, etc.:	Academic - 1st Year	2nd Year	Above	
	General - 1st Year	2nd Year	Above	
College:	Academic - Jr Level	Sr Level	Grad Level	
	General - Jr Level	Sr Level	Grad Level	
University:	Academic - Jr Level	Sr Level	Grad Level	
	General - Jr Level	Sr Level	Grad Level	

If you have additional mathematics training not already identified, please go on to PART (C)

PART (C) QUESTION - Mathematics training which does not fit any of the above categories should be described here. Include type of course, length of course (total hours), purpose of course, if possible. Any additional explanatory comments on any mathematics training may be included here:

.....

.....

.....

.....

INTERVIEWER'S SKILLS MODEL QUESTIONS

B1. (INTERVIEWER) How long did it take to explain the Model and answer the Skills Model Questions? (indicate time and unit of time)

.....

B2. (INTERVIEWER) How difficult was this explanation and answering process for the respondent? (circle one number)

-2	-1	0	+1	+2
Very Diff.	Diff.		Easy	Very Easy

B3. (INTERVIEWER) Interviewer's overall impression of respondent's reliability on the Model: (circle one number)

-2	-1	0	+1	+2
Very Unrel.	Unrel.		Rel.	Very Rel.

B4. (INTERVIEWER) Interviewer's recommendation:

..... Accept data ..... Reject data

B5. (INTERVIEWER) General Comments:

.....

.....

.....

APPENDIX G

SUMMARY OF ONE-WAY ANOVA AND SCHEFFE

TABLE G-1

SUMMARY OF ONE-WAY ANOVA AND SCHEFFÉ

Item	Sex	Means 1*	2*	3*	Significant(S) Not Significants (NS) 1 vs. 2	1 vs. 3	2 vs. 3
Skill B9	Female	2.21	2.15	1.79	NS	.42(S)	.36(S)
Skill B11	Female	1.76	1.75	1.41	NS	.35(S)	.35(S)
Skill C8	Female	1.72	1.88	1.53	NS	NS	.35(S)
Skill C14	Female	2.08	2.27	1.75	NS	.32(S)	.51(S)
Skill C16	Female	2.30	2.48	1.75	NS	.55(S)	.73(S)
Skill D6	Female	2.93	2.73	2.39	NS	.55(S)	.34(S)
Skill D6	Male	3.14	2.76	2.52	.37	.62(S)	NS
Skill I8	Female	3.10	2.90	2.50	NS	.60(S)	.40(S)
Category C	Female	1.80	1.92	1.67	NS	NS	.25(S)
Category D	Female	2.20	2.23	1.95	NS	.25(S)	.28(S)
Cluster: Context Skills	Female	1.86	1.93	1.69	NS	.16(S)	.24(S)

*1 = Young (18-29 years)
*2 = Transitional (30-49 years)
*3 = Old (50+ years)

APPENDIX H

SUMMARY OF TWO-WAY ANOVA

TABLE H-1

SUMMARY OF TWO-WAY ANOVA

Item	Dependent Variables	Means	Significant(S) Not Significant (NS)	F	df	Probability
Skill A1	Male	1.48				
			S	14.53	(1,743)	p .001
	Female	1.32				
	Age	1.30,1.47,1.36	NS	6.07	(2,753)	p .001
	Sex x Age (M)	1.38,1.54,1.47				
			NS	.47	(2,753)	p .001
	(F)	1.24,1.41,1.25				
Skill A4	Male	1.58				
			S	15.59	(1,753)	p .001
	Female	1.41				
	Age	1.57,1.51,1.37	NS	6.17	(2,753)	p .001
	Sex x Age (M)	1.69,1.60,1.44				
			NS	.24	(2,753)	p .001
	(F)	1.47,1.43,1.31				
Skill A6	Male	1.82				
			S	23.72	(1,749)	p .001
	Female	1.57				
	Age	1.75,1.76,1.51	S	8.84	(2,749)	p .001
	Sex x Age (M)	1.84,1.89,1.68				
			NS	.71	(2,749)	p .001
	(F)	1.68,1.63,1.36				
Skill A8	Male	1.82				
			NS	.89	(1,749)	p .001
	Female	1.77				
	Age	1.88,1.85,1.59	S	9.60	(2,749)	p .001
	Sex x Age (M)	1.95,1.84,1.64				
			NS	.67	(2,749)	p .001
	(F)	1.82,1.85,1.55				
Skill B10	Male	2.81				
			NS	.11	(1,745)	p .001
	Female	2.79				
	Age	2.98,2.84,2.54	S	9.65	(2,745)	p .001
	Sex x Age (M)	3.12,2.78,2.55				
			NS	2.40	(2,745)	p .001
	(F)	2.85,2.90,2.54				

TABLE H-1
(continued)

SUMMARY OF TWO-WAY ANOVA

Item	Dependent Variables	Means	Significant(S) Not Significant (NS)	F	df	Probability
Skill B11	Male	1.88				
			S	12.84	(1,747)	p .001
	Female	1.67				
	Age	1.83,1.84,1.57	S	8.06	(2,747)	p .001
	Sex x Age (M)	1.93,1.93,1.73				
			NS	.47	(2,747)	p .001
	(F)	1.75,1.75,1.41				
Skill C1	Male	1.89				
			S	24.19	(1,747)	p .001
	Female	1.63				
	Age	1.86,1.77,1.63	NS	5.23	(2,747)	p .001
	Sex x Age (M)	2.01,1.85,1.84				
			NS	1.87	(2,747)	p .001
	(F)	1.72,1.69,1.42				
Skill C8	Male	1.82				
			NS	1.90	(1,754)	p .001
	Female	1.75				
	Age	1.75,1.89,1.63	S	9.69	(2,754)	p .001
	Sex x Age (M)	1.77,1.90,1.72				
			NS	1.15	(2,754)	p .001
	(F)	1.72,1.89,1.53				
Skill C14	Male	2.27				
			NS	8.21	(1,751)	p .001
	Female	2.08				
	Age	2.16,2.31,1.96	S	9.22	(2,751)	p .001
	Sex x Age (M)	2.25,2.34,2.18				
			NS	2.45	(2,751)	p .001
	(F)	2.08,2.28,1.75				
Skill C16	Male	2.40				
			NS	5.22	(1,753)	p .001
	Female	2.24				
	Age	2.43,2.48,1.91	S	21.32	(2,753)	p .001
	Sex x Age (M)	2.58,2.48,2.09				
			NS	2.45	(2,753)	p .001
	(F)	2.30,2.49,1.73				

TABLE H-1
(continued)

SUMMARY OF TWO-WAY ANOVA

Item	Dependent Variables	Means	Significant(S) Not Significant (NS)	F	df	Probability
Skill D2	Male	1.63	S	21.33	(1,753)	p .001
	Female	1.43				
	Age	1.56,1.57,1.41	NS	4.60	(2,753)	p .001
	Sex x Age (M)	1.77,1.61,1.52	NS	4.57	(2,753)	p .001
	(F)	1.37,1.53,1.32				
Skill D6	Male	2.81	NS	3.11	(1,751)	p .001
	Female	2.70				
	Age	3.04,2.74,2.46	S	19.73	(2,751)	p .001
	Sex x Age (M)	3.16,2.76,2.54	NS	.71	(2,751)	p .001
	(F)	2.93,2.72,2.38				
Skill D7	Male	2.88	S	7.29	(1,751)	p .001
	Female	2.60				
	Age	2.90,2.72,2.58	NS	6.39	(2,751)	p .001
	Sex x Age (M)	3.02,2.82,2.82	NS	1.58	(2,751)	p .001
	(F)	2.79,2.62,2.34				
Skill D8	Male	2.52	NS	10.83	(1,751)	p .001
	Female	2.29				
	Age	2.47,2.49,2.16	S	7.88	(2,751)	p .001
	Sex x Age (M)	2.60,2.56,2.35	NS	.83	(2,751)	p .001
	(F)	2.36,2.41,1.98				
Skill E8	Male	2.45	S	16.40	(1,747)	p .001
	Female	2.16				
	Age	2.33,2.36,2.14	NS	3.41	(2,747)	p .001
	Sex x Age (M)	2.45,2.55,2.26	NS	.50	(2,747)	p .001
	(F)	2.23,2.19,2.03				

TABLE H-1
(continued)

SUMMARY OF TWO-WAY ANOVA

Item	Dependent Variables	Means	Significant(S) Not Significant (NS)	F	df	Probability
Skill F6	Male	2.23				
			S	21.80	(1,751)	p .001
	Female	1.94				
	Age	2.05,2.13,2.02	NS	1.05	(2,751)	p .001
	Sex x Age (M)	2.23,2.32,2.09				
			NS	1.06	(2,751)	p .001
	(F)	1.91,1.95,1.95				
Skill I8	Male	2.56				
			S	13.34	(1,739)	p .001
	Female	2.87				
	Age	2.93,2.75,2.44	S	9.47	(2,739)	p .001
	Sex x Age (M)	2.71,2.58,2.38				
			NS	.80	(2,739)	p .001
	(F)	3.11,2.91,2.51				
Category A	Male	1.80				
			S	22.32	(1,758)	p .001
	Female	1.64				
	Age	1.75,1.76,1.61	NS	7.47	(2,758)	p .001
	Sex x Age (M)	1.83,1.82,1.73				
			NS	.92	(2,758)	p .001
	(F)	1.68,1.70,1.50				
Category B	Male	1.90				
			NS	2.46	(1,758)	p .001
	Female	1.85				
	Age	1.90,1.92,1.76	S	7.95	(2,758)	p .001
	Sex x Age (M)	1.96,1.91,1.81				
			NS	1.74	(2,758)	p .001
	(F)	1.85,1.92,1.71				
Category C	Male	1.94				
			NS	10.71	(1,758)	p .001
	Female	1.82				
	Age	1.85,1.95,1.78	S	9.18	(2,758)	p .001
	Sex x Age (M)	1.91,1.99,1.88				
			NS	1.27	(2,758)	p .001
	(F)	1.80,1.92,1.68				

TABLE H-1
(continued)

SUMMARY OF TWO-WAY ANOVA

Item	Dependent Variables	Means	Significant(S) Not Significant (NS)	F	df	Probability
Category D	Male	2.28				
			NS	11.20	(1,758)	p .001
	Female	2.15				
	Age	2.29,2.25,2.06	S	10.13	(2,758)	p .001
	Sex x Age (M)	2.40,2.27,2.18				
			NS	2.18	(2,758)	p .001
	(F)	2.20,2.23,1.95				
Cluster: Context Skills	Male	1.96				
			S	14.17	(1,754)	p .001
	Female	1.85				
	Age	1.92,1.96,1.79	S	10.41	(2,754)	p .001
	Sex x Age (M)	1.99,1.98,1.89				
			NS	1.74	(2,754)	p .001
	(F)	1.86,1.93,1.69				

CURRICULUM VITAE

NAME: Virginia Ruth Tautchin

PLACE OF BIRTH: Wakaw, Saskatchewan

YEAR OF BIRTH: 1936

POST-SECONDARY EDUCATION: University of Alberta
Newman Theological College
Nechi Alcohol and Drug Abuse Training Centre

RELATED WORK EXPERIENCE: Teaching from Kindergarten to adult education levels; extensive work with native, Metis, and while adults in the field of vocational preparation through life skills and career development programs; extensive work in Program and Curriculum Development, Administration, and Industrial and Vocational Education.

PUBLICATIONS:

Proceedings of the 7th Annual Conference of Canadian Association for the Study of Adult Education, May 1988. Published by Faculty of Continuing Education, The University of Calgary.

"On Campus: A Program at University for Adults With Severe Mental Disabilities."

A PROFILE OF ADULT BASIC SKILLS

INSTRUCTIONS:

Context Skills

" CATEGORY A " PROTECT/MAINTAIN HEALTH & SAFETY OF OTHERS	PRACTICE PERSONAL HYGIENE A-1 VI I SI NI DK	RECOGNIZE AND ACT UPON SYMPTOMS OF ILLNESS A-2 VI I SI NI DK	RESPONSIBLY USE DRUGS AND/OR ALCOHOL A-3 VI I SI NI DK	PRACTICE TRAFFIC SAFETY A-4 VI I SI NI DK
" CATEGORY B " EARN A LIVING	OBTAIN KNOWLEDGE OF OCCUPATIONAL OPTIONS B-1 VI I SI NI DK	ASSESS OWN OCCUPATIONAL POTENTIAL B-2 VI I SI NI DK	ACQUIRE MARKETABLE SKILLS B-3 VI I SI NI DK	FIND, APPLY FOR, AND GET A JOB B-4 VI I SI NI DK
" CATEGORY C " MANAGE HOME AND FAMILY RESPONSIBILITIES	PLAN AND PREPARE NUTRITIOUS MEALS C-1 VI I SI NI DK	PLAN A FAMILY C-2 VI I SI NI DK	PARENT EFFECTIVELY C-3 VI I SI NI DK	MEET THE NEEDS OF SPOUSE C-4 VI I SI NI DK
	PLAN AND USE LEISURE TIME C-12 VI I SI NI DK	MAINTAIN RECORDS (E.G. CHECKING ACCT., IMMUNIZATION, HEALTH RECORDS) C-13 VI I SI NI DK	UNDERSTAND, IDENTIFY, AND COPE WITH TAXATION PROCESS C-14 VI I SI NI DK	MANAGE MOBILITY (EFFECT OF MOVING ON FAMILY) C-15 VI I SI NI DK
" CATEGORY D " FUNCTION AS A CITIZEN	UNDERSTAND PURPOSE OF LAWS AND EFFECTS ON INDIVIDUAL D-1 VI I SI NI DK	ABIDE BY THE LAW D-2 VI I SI NI DK	SEEK AND USE LEGAL ASSISTANCE AS NEEDED D-3 VI I SI NI DK	UNDERSTAND/EXERCISE RIGHTS, RESPONSIBILITIES, & PRIVILEGES OF A CITIZEN D-4 VI I SI NI DK

Interpersonal (Core) Skills

" CATEGORY E " DEVELOP SELF	MOTIVATE SELF, DEVELOPING A POSITIVE SELF IMAGE E-1 VI I SI NI DK	RECOGNIZE THE NEED FOR AND THE APPLICATION OF SELF DISCIPLINE E-2 VI I SI NI DK	ASSERT SELF (STAND UP FOR WHAT YOU BELIEVE) E-3 VI I SI NI DK	RESPONSIBLE AND ACCOUNTABLE FOR OWN ACTIONS/BEHAVIOUR E-4 VI I SI NI DK

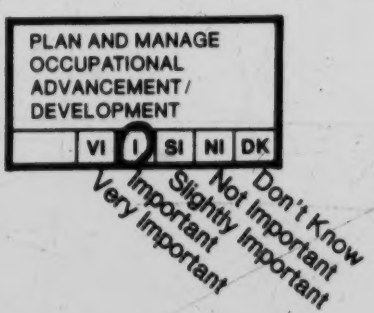
RESPONSIBLY USE DRUGS AND/OR ALCOHOL	PRACTICE TRAFFIC SAFETY	USE EMERGENCY FIRST AID TECHNIQUES	STORE AND HANDLE FOOD SAFELY	ASSIST IN THE MAINTENANCE OF THE HEALTH AND SAFETY OF THE COMMUNITY	RECOGNIZE AND ACT UPON UNSAFE CONDITIONS	PRACTICE PROPER SANITATION	IDENTIFY AND INTERPRET SAFETY SYMBOLS		
A-3 VI I SI NI DK	A-4 VI I SI NI DK	A-5 VI I SI NI DK	A-6 VI I SI NI DK	A-7 VI I SI NI DK	A-8 VI I SI NI DK	A-9 VI I SI NI DK	A-10 VI I SI NI DK		
ACQUIRE MARKETABLE SKILLS	FIND, APPLY FOR, AND GET A JOB	KEEP A JOB (MEET JOB REQUIREMENTS)	DETERMINE IF JOB MEETS PERSONAL EXPECTATIONS AND RESPONSIBILITIES	IDENTIFY WITH NEEDS/ROLES OF OTHERS IN RELATION TO JOB	PLAN AND MANAGE OCCUPATIONAL ADVANCEMENT/ DEVELOPMENT	UNDERSTAND THE DEDUCTION AND THE BENEFIT PACKAGES AVAILABLE	PARTICIPATE IN APPROPRIATE JOB RELATED AFFILIATIONS AND ORGANIZATIONS	PLAN AND MANAGE RETIREMENT	
B-3 VI I SI NI DK	B-4 VI I SI NI DK	B-5 VI I SI NI DK	B-6 VI I SI NI DK	B-7 VI I SI NI DK	B-8 VI I SI NI DK	B-9 VI I SI NI DK	B-10 VI I SI NI DK	B-11 VI I SI NI DK	
PARENT EFFECTIVELY	MEET THE NEEDS OF SPOUSE	PLAN A BUDGET	IMPLEMENT A BUDGET: USE BANKING SERVICES EFFECTIVELY	IMPLEMENT BUDGET: USE CREDIT EFFECTIVELY	IMPLEMENT BUDGET: BE EFFECTIVE IN PURCHASING GOODS AND SERVICES	OBTAIN/MAINTAIN ACCOMMODATION (THROUGH RENTING, BUYING, BUILDING)	MEET TRANSPORTATION NEEDS	MEET INSURANCE NEEDS	
C-3 VI I SI NI DK	C-4 VI I SI NI DK	C-5 VI I SI NI DK	C-6 VI I SI NI DK	C-7 VI I SI NI DK	C-8 VI I SI NI DK	C-9 VI I SI NI DK	C-10 VI I SI NI DK	C-11 VI I SI NI DK	
UNDERSTAND, IDENTIFY, AND COPE WITH TAXATION PROCESS	MANAGE MOBILITY (EFFECT OF MOVING ON FAMILY)	DEVELOP AN ESTATE PLAN							
C-14 VI I SI NI DK	C-15 VI I SI NI DK	C-16 VI I SI NI DK							
SEEK AND USE LEGAL ASSISTANCE AS NEEDED	UNDERSTAND/EXERCISE RIGHTS, RESPONSIBILITIES, & PRIVILEGES OF A CITIZEN	INTERPRET CURRENT EVENTS	PARTICIPATE IN COMMUNITY AFFAIRS	UTILIZE COMMUNITY RESOURCES	ASSUME RESPONSIBILITY FOR INDIVIDUALS WITH SPECIAL NEEDS				
D-3 VI I SI NI DK	D-4 VI I SI NI DK	D-5 VI I SI NI DK	D-6 VI I SI NI DK	D-7 VI I SI NI DK	D-8 VI I SI NI DK				
ASSERT SELF (STAND UP FOR WHAT YOU BELIEVE)	RESPONSIBLE AND ACCOUNTABLE FOR OWN ACTIONS/BEHAVIOUR	RECOGNIZE PERSONAL PHYSICAL NEEDS	RECOGNIZE AND MAINTAIN PERSONAL MENTAL NEEDS	RECOGNIZE AND DEAL WITH EMOTIONS	RECOGNIZE INFLUENCES OF PERSONAL CULTURE, TRADITION, AND CUSTOMS	ADAPT TO CHANGE	COPE WITH CRISIS SITUATIONS		
E-3 VI I SI NI DK	E-4 VI I SI NI DK	E-5 VI I SI NI DK	E-6 VI I SI NI DK	E-7 VI I SI NI DK	E-8 VI I SI NI DK	E-9 VI I SI NI DK	E-10 VI I SI NI DK		

A number of areas in which an adult may require **skills** or **abilities** in order to function adequately in society are presented in the Profile to the right. Each statement is intended to identify a **skill area** only. For clarification of a skill area please consult the enclosed **Catalogue of Adult Basic Skills** (yellow).

1. Please consider each skill area using the following question.

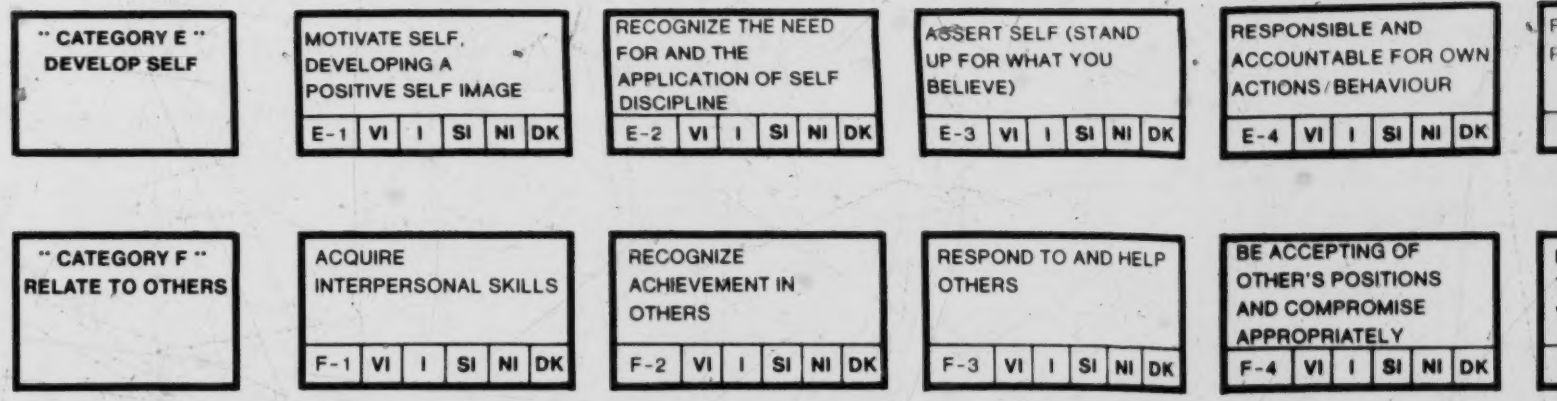
   What is your opinion regarding the importance of possessing skills or abilities in each area in order to function adequately as an adult?

   Record your opinion at the bottom of each box. Please mark your selection with a circle. (See below)

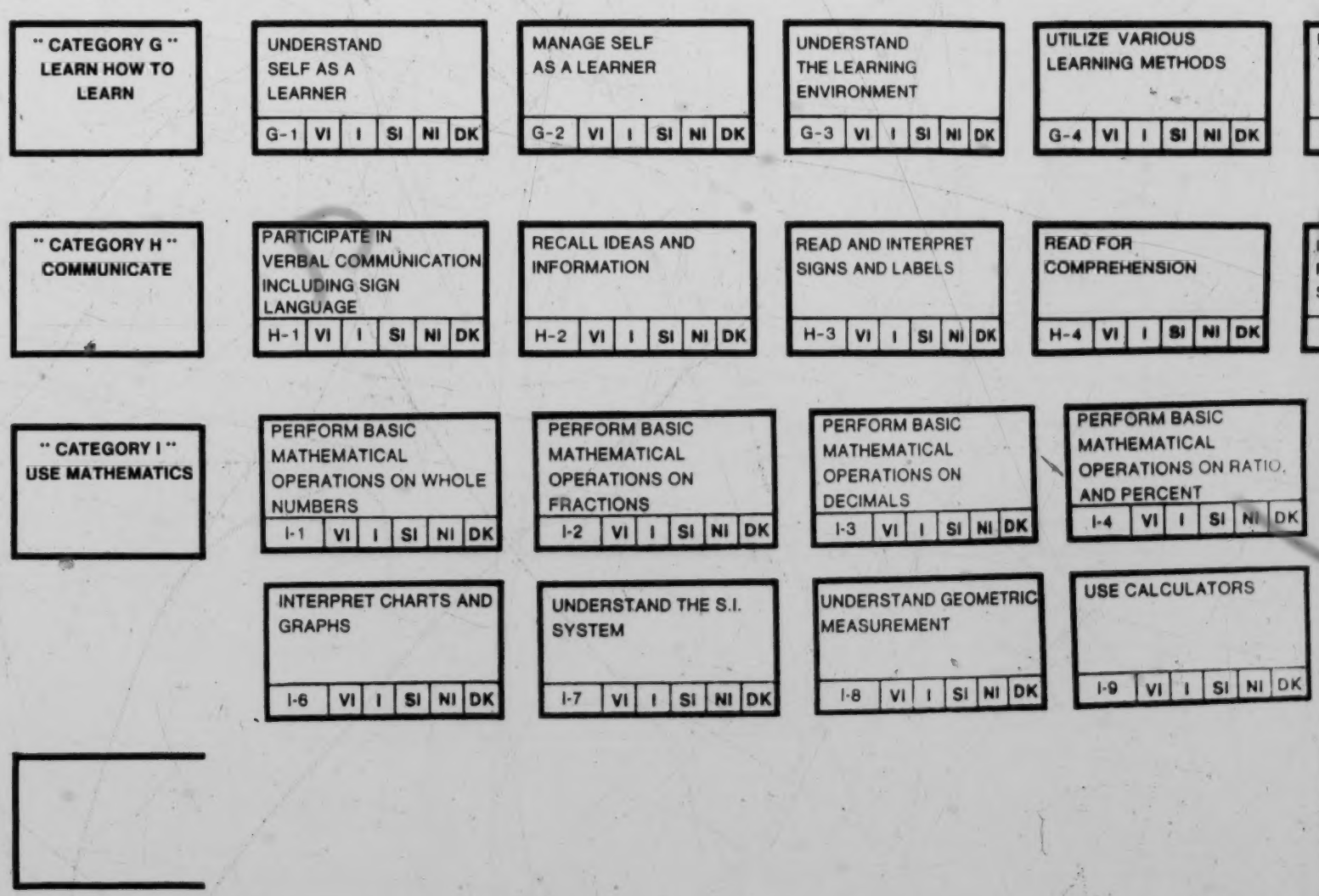


2. You **may** feel that some important skill area(s) have been missed. Please write in your ideas in the blank spaces provided, either within one of the existing categories, in the blank space at the end of a category or identify a new category in the blank space provided at the bottom of the Profile.

3. After completing steps 1 and 2, please return to green instruction sheet. Thank you.


" CATEGORY E "
DEVELOP SELF
MOTIVATE SELF, DEVELOPING A POSITIVE SELF IMAGE
E-1 VI I SI NI DK
RECOGNIZE THE NEED FOR AND THE APPLICATION OF SELF DISCIPLINE
E-2 VI I SI NI DK
ASSERT SELF (STAND UP FOR WHAT YOU BELIEVE)
E-3 VI I SI NI DK
RESPONSIBLE AND ACCOUNTABLE FOR OWN ACTIONS/BEHAVIOUR
E-4 VI I SI NI DK
" CATEGORY F "
RELATE TO OTHERS
ACQUIRE INTERPERSONAL SKILLS
F-1 VI I SI NI DK
RECOGNIZE ACHIEVEMENT IN OTHERS
F-2 VI I SI NI DK
RESPOND TO AND HELP OTHERS
F-3 VI I SI NI DK
BE ACCEPTING OF OTHER'S POSITIONS AND COMPROMISE APPROPRIATELY
F-4 VI I SI NI DK

Foundation (Structural) Skills


" CATEGORY G "
LEARN HOW TO LEARN
UNDERSTAND SELF AS A LEARNER
G-1 VI I SI NI DK
MANAGE SELF AS A LEARNER
G-2 VI I SI NI DK
UNDERSTAND THE LEARNING ENVIRONMENT
G-3 VI I SI NI DK
UTILIZE VARIOUS LEARNING METHODS
G-4 VI I SI NI DK
" CATEGORY H "
COMMUNICATE
PARTICIPATE IN VERBAL COMMUNICATION INCLUDING SIGN LANGUAGE
H-1 VI I SI NI DK
RECALL IDEAS AND INFORMATION
H-2 VI I SI NI DK
READ AND INTERPRET SIGNS AND LABELS
H-3 VI I SI NI DK
READ FOR COMPREHENSION
H-4 VI I SI NI DK
" CATEGORY I "
USE MATHEMATICS
PERFORM BASIC MATHEMATICAL OPERATIONS ON WHOLE NUMBERS
I-1 VI I SI NI DK
PERFORM BASIC MATHEMATICAL OPERATIONS ON FRACTIONS
I-2 VI I SI NI DK
PERFORM BASIC MATHEMATICAL OPERATIONS ON DECIMALS
I-3 VI I SI NI DK
PERFORM BASIC MATHEMATICAL OPERATIONS ON RATIO, AND PERCENT
I-4 VI I SI NI DK
INTERPRET CHARTS AND GRAPHS
I-6 VI I SI NI DK
UNDERSTAND THE S.I. SYSTEM
I-7 VI I SI NI DK
UNDERSTAND GEOMETRIC MEASUREMENT
I-8 VI I SI NI DK
USE CALCULATORS
I-9 VI I SI NI DK

EED
ELF
NI DK

ASSERT SELF (STAND UP FOR WHAT YOU BELIEVE)
E-3 VI I SI NI DK

RESPONSIBLE AND ACCOUNTABLE FOR OWN ACTIONS / BEHAVIOUR
E-4 VI I SI NI DK

RECOGNIZE PERSONAL PHYSICAL NEEDS
E-5 VI I SI NI DK

RECOGNIZE AND MAINTAIN PERSONAL MENTAL NEEDS
E-6 VI I SI NI DK

RECOGNIZE AND DEAL WITH EMOTIONS
E-7 VI I SI NI DK

RECOGNIZE INFLUENCES OF PERSONAL CULTURE, TRADITION, AND CUSTOMS
E-8 VI I SI NI DK

ADAPT TO CHANGE
E-9 VI I SI NI DK

COPE WITH CRISIS SITUATIONS
E-10 VI I SI NI DK

NI DK

RESPOND TO AND HELP OTHERS
F-3 VI I SI NI DK

BE ACCEPTING OF OTHER'S POSITIONS AND COMPROMISE APPROPRIATELY
F-4 VI I SI NI DK

BE CONSIDERATE OF THE MORALS AND VALUES OF OTHERS
F-5 VI I SI NI DK

APPRECIATE CULTURAL DIFFERENCES
F-6 VI I SI NI DK

NI DK

UNDERSTAND THE LEARNING ENVIRONMENT
G-3 VI I SI NI DK

UTILIZE VARIOUS LEARNING METHODS
G-4 VI I SI NI DK

PRACTICAL THINKING
G-5 VI I SI NI DK

RECALL AND APPLY DATA TO NEW SITUATIONS
G-6 VI I SI NI DK

PROBLEM SOLVING
G-7 VI I SI NI DK

ND
NI DK

READ AND INTERPRET SIGNS AND LABELS
H-3 VI I SI NI DK

READ FOR COMPREHENSION
H-4 VI I SI NI DK

INTERPRET GRAPHICAL, PICTORIAL, AND SYMBOLIC INFORMATION
H-5 VI I SI NI DK

WRITE TO EXPRESS AN IDEA OR CONVEY INFORMATION
H-6 VI I SI NI DK

COMMUNICATE USING ELECTRO MECHANICAL AIDS
H-7 VI I SI NI DK

IC
ON
SI NI DK

PERFORM BASIC MATHEMATICAL OPERATIONS ON DECIMALS
I-3 VI I SI NI DK

PERFORM BASIC MATHEMATICAL OPERATIONS ON RATIO, AND PERCENT
I-4 VI I SI NI DK

PERFORM BASIC TIME CONVERSIONS
I-5 VI I SI NI DK

THE S.I.
SI NI DK

UNDERSTAND GEOMETRIC MEASUREMENT
I-8 VI I SI NI DK

USE CALCULATORS
I-9 VI I SI NI DK